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## Language Power Grades K–2, Level C

**This sample includes the following:**

**Management Guide** (10 pages)

**Sample Reader**

**Sample Lesson Plan** (7 pages)

**Sample Student Guided Practice Book pages** (4 pages)

**Sample Digital Pages** (5 pages)

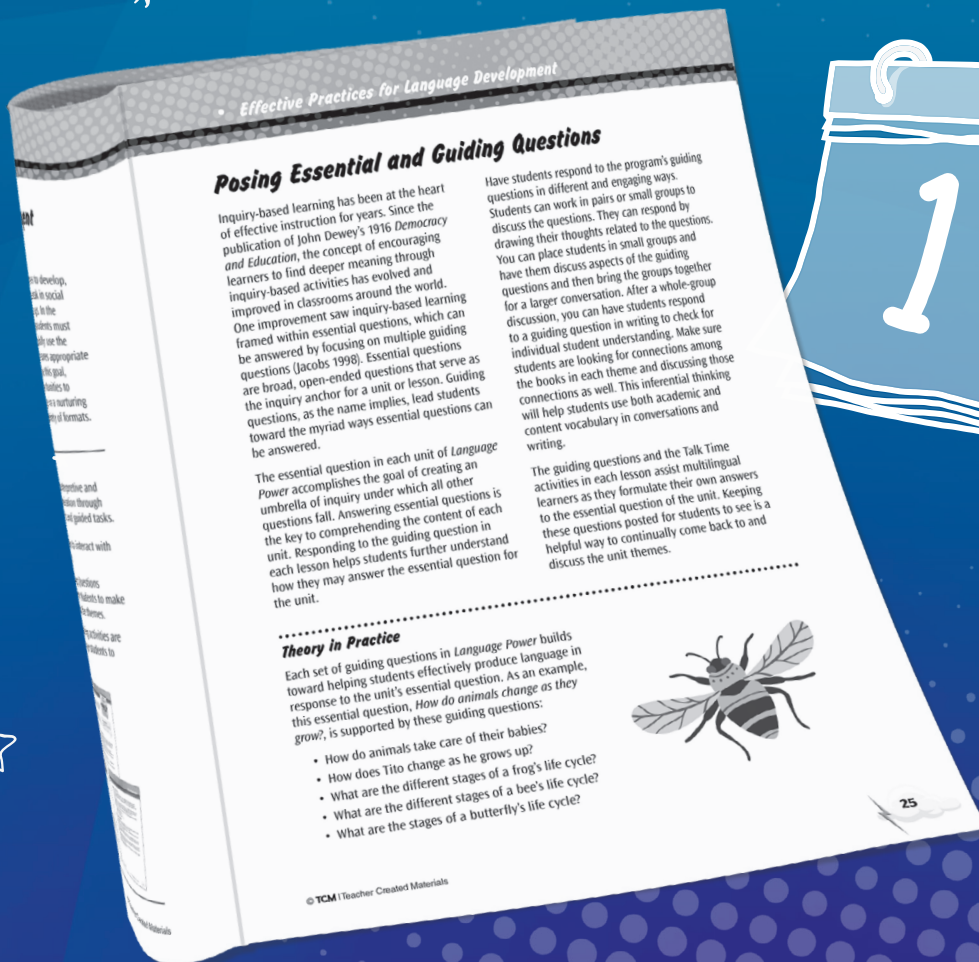
**Sample Unit Assessment** (4 pages)

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# LANGUAGE POWER

## Management Guide

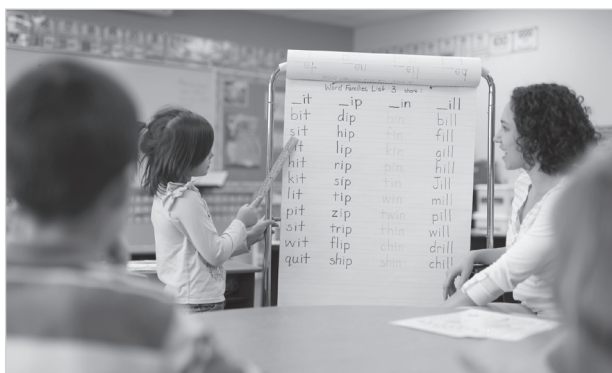


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## Integrating the Four Language Domains

Language development is a complex process—one that requires students to develop language in four domains: listening, speaking, reading, and writing. And for students to become proficient in a language, these skills cannot be discreetly learned. The WIDA ELD Standards Framework Language Expectations (2020) incorporate the four language domains in a broader framework consisting of two modes of communication: interpretive and expressive. The interpretive mode includes listening, reading, and viewing. The expressive mode includes speaking, writing, and representing.



Through the act of listening, students work to understand and interpret what is heard, whether in a social conversation or an academic setting. In both settings, students observe body language and other clues that add context to the language. For example, when a teacher explains the life cycle of a plant, they may point to a graphic representation, which provides context for students to understand the language. Students need many opportunities, rich with verbal and nonverbal language, to learn and practice these active listening skills.



As language continues to develop, students begin to speak in social and academic settings. In academic contexts, students must learn to accurately and successfully use the vocabulary and language structures appropriate for all content areas. To achieve this goal, students need consistent opportunities to experiment with new language in a nurturing environment and in a wide variety of formats.

### Theory in Practice

*Language Power* builds both interpretive and expressive modes of communication through varied instructional materials and guided tasks.

- Talk Time allows students to interact with peers during the lesson.
- The essential and guiding questions provide opportunities for students to make connections and discuss the themes.
- The Speaking and Listening activities are interactive and encourage students to produce language or represent it in creative ways.

#### During Reading

1. Read the book aloud to students. Stop after page 7 to discuss the author's opinion.  
What does the author think about recess? *The author thinks \_\_\_\_\_.*  
What does the word \_\_\_\_\_ mean?

#### Essential Question

What are some places in your school community?

#### Talk About It!

What is your favorite place in your school? Explain to a partner.

#### Speaking and Listening

1. Ask students to think about things that they like to do at recess. Make a list where students can see it. Include drawings on the list to support student understanding.
2. Ask students to choose one of the things they like to do at recess and to keep it a secret. Tell students not to tell anyone about the activity they chose.
3. **Talk Time:** Have students work with partners. Have one partner act out the activity or game that they do at recess and have the other partner guess the activity. Use the following sentence frames to help partners ask and answer questions:

Do you like to \_\_\_\_\_ at recess?

Yes, I like to \_\_\_\_\_ at recess.

No, I don't like to \_\_\_\_\_ at recess. Try again!

4. **Talk Time:** Once partners have guessed the activities, have students explain why they enjoy them. Use the following sentence frames to guide discussions:

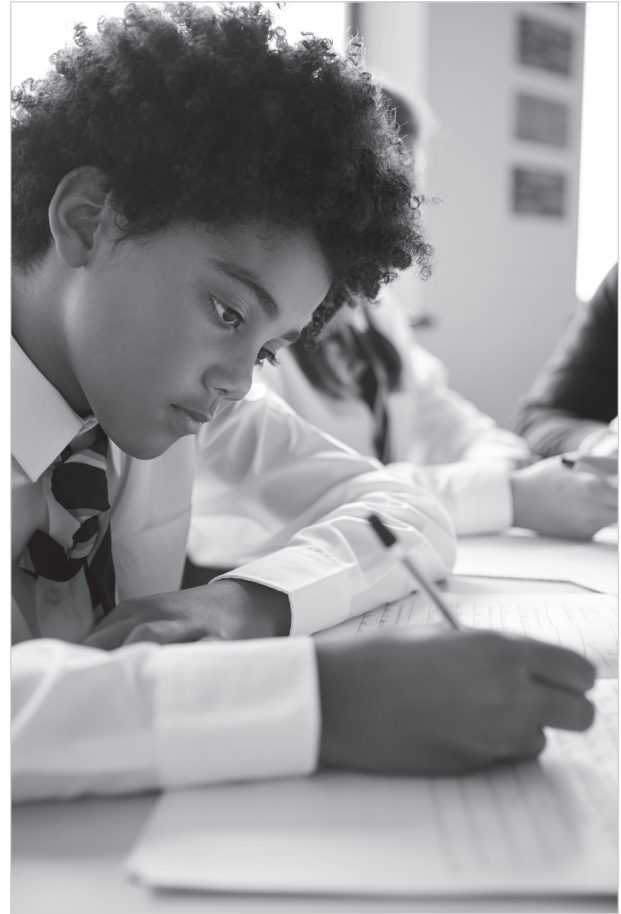
I like to \_\_\_\_\_ at recess because \_\_\_\_\_.



For students to become fluent readers, they must move beyond decoding to understand and interpret a range of texts. With this goal in mind, students need access to texts and purposeful instruction on an assortment of topics and genres across all content areas. Students should be encouraged to read a text multiple times and to interact with a wide variety of language structures. And instructional sequences should provide guided practice of reading strategies and skills.



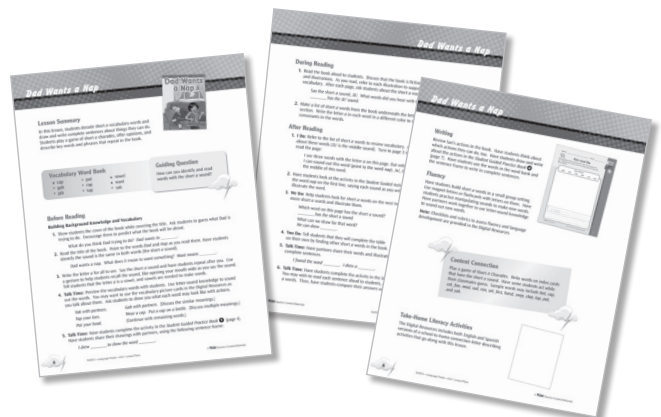
Writing skills must be developed for diverse purposes (e.g., to inform, to persuade, to entertain), for a variety of audiences and a range of forms. Students should be allowed to write about topics they find relevant and engaging. Of benefit are sentence starters, paragraph frames, and graphic organizers to plan and organize their writing, as well as modeled instruction in revising and editing their written work (Kongsvik 2016). Students need thoughtful support to intertwine these elements to become proficient writers.



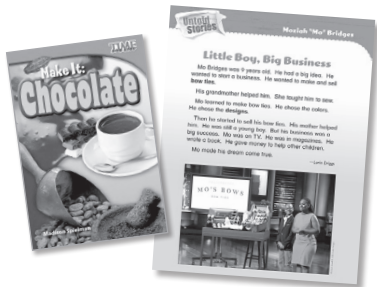
**Theory in Practice**

*Language Power* builds both interpretive and expressive modes of communication through varied instructional materials and guided tasks.

- The Before, During, and After Reading sections focus on important reading comprehension skills. Visual literacy is a big part of *Language Power* texts and lessons.
- The Writing activity provides opportunities for students to write for different purposes and share and display their work in creative ways.

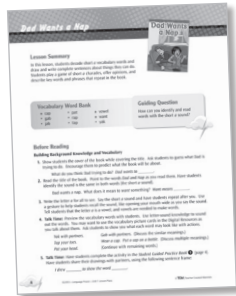


## What's Included?



### Themed Text Sets

The themed text sets include both books and text cards. There are 30 texts total.



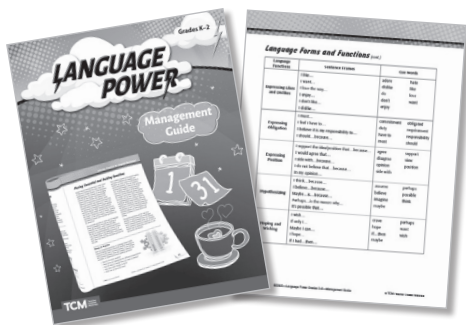
### Lesson Plans

The lesson plans are provided in unit booklets to make thematic planning convenient and easy for teachers.



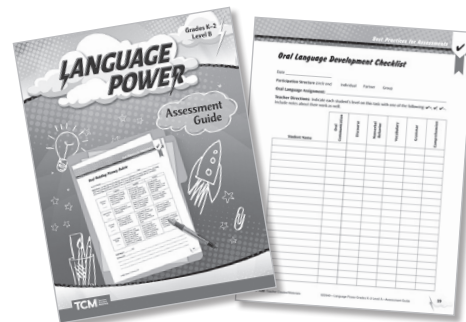
### Student Guided Practice Book

Student activity pages help students interact with and produce language related to the thematic units.



### Management Guide

This book provides important information about planning and the research base for the program.



### Assessment Guide

Important information, checklists, rubrics, and teacher directions for the assessments are provided in this book.

### Digital Resources

All components of the program are provided digitally along with read-along ebooks. Students can use the digital tools to navigate the ebooks independently. The interactive features can be used to increase rigor and support students in extending their own knowledge. Videos and audio recordings allow students to approach texts through different modalities.



# Planning

## Pacing Plans

The following pacing plans show two options for using this resource. Customize these according to your students' needs or the time you have available to work with students.

### Five-Day Plan

**Instructional Time:** 30 weeks, 5 days per week, 30 minutes per day

**Notes:** *Student Guided Practice Book* activities can be incorporated into instructional time or completed for independent practice. Adjust time spent on Before, During, and After Reading activities to accommodate text complexity and student needs.

<b>Day 1</b>	<ul style="list-style-type: none"> <li>• Complete Before Reading activity</li> <li>• Begin During Reading activity</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>• Finish During Reading activity</li> <li>• Complete After Reading activity</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>• Complete Writing activity</li> <li>• Complete Fluency activity</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>• Complete Content Connection activity</li> <li>• Begin Speaking and Listening activity</li> </ul>
<b>Day 5</b>	<ul style="list-style-type: none"> <li>• Finish Speaking and Listening activity</li> <li>• Complete Language Development activity</li> </ul>

### Three-Day Plan

**Instructional Time:** 30 weeks, 3 days per week, 45–60 minutes per day

**Notes:** Adjust the instructional time for each book, focusing more or less time on skills to meet the needs of students. Extend learning activities where most meaningful and/or have students complete assignments for independent practice.

<b>Day 1</b>	<ul style="list-style-type: none"> <li>• Complete Before Reading activity</li> <li>• Complete During Reading activity</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>• Complete After Reading activity</li> <li>• Complete Writing activity</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>• Complete Speaking and Listening activity</li> <li>• Complete Language Development activity</li> </ul>

# Planning (cont.)

## Program Scope and Sequence

READING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Analyze author’s craft and purpose.		X	X	X	X	X	X	X	X
Apply word analysis skills to decode.	X	X	X						
Ask and answer questions about a text.	X	X	X	X	X	X	X	X	X
Demonstrate understanding of vocabulary.	X	X	X	X	X	X	X	X	X
Determine the main idea and supporting details of a text.	X	X	X	X	X	X	X	X	X
Making connections within and across texts.	X	X	X	X	X	X	X	X	X
Retell and/or summarize a text.	X	X	X	X	X	X	X	X	X
Understand narrative story features.	X	X	X	X	X	X	X	X	X
Understand text structure.		X	X	X	X	X	X	X	
Use text features.	X	X	X	X	X	X	X	X	X
Use textual evidence to support opinions about a text.	X	X	X	X	X	X	X	X	X



**Program Scope and Sequence** *(cont.)*

<b>WRITING</b>									
	<b>Grades K–2</b>			<b>Grades 3–5</b>			<b>Grades 6–8</b>		
	<b>A</b>	<b>B</b>	<b>C</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>Explain and describe ideas about a topic.</b>	X	X	X	X	X				
<b>Produce clear and coherent writing.</b>							X	X	X
<b>Summarize and paraphrase information in texts.</b>			X	X	X	X			
<b>Use precise vocabulary to convey key ideas in writing.</b>	X	X	X	X	X	X			
<b>Write a narrative.</b>	X	X	X	X	X	X	X	X	X
<b>Write for different purposes.</b>	X	X	X	X	X	X			
<b>Write informational text.</b>		X	X	X	X	X	X	X	X
<b>Write opinions with supporting reasons.</b>	X	X	X	X	X	X	X	X	X

## Planning *(cont.)*

### Program Scope and Sequence *(cont.)*

SPEAKING AND LISTENING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Demonstrate active listening.	X	X	X	X	X	X	X	X	X
Describe language used to present an idea.	X	X	X	X	X	X	X	X	X
Distinguish how different words affect an audience.	X	X	X	X	X	X	X	X	X
Express ideas clearly, and support ideas.	X	X	X	X	X	X	X	X	X
Plan and deliver oral presentations.	X	X	X	X	X	X	X	X	X
Retell texts and recount experiences.	X	X	X						
Use general academic and domain-specific words appropriately.	X	X	X	X	X	X	X	X	X
Use language to persuade.	X	X	X	X	X	X	X	X	X

## Program Scope and Sequence *(cont.)*

LANGUAGE DEVELOPMENT									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Demonstrate understanding of parts of speech.	X	X	X	X	X	X	X	X	X
Connect and combine ideas (discourse).	X	X	X	X	X	X	X	X	X
Use connecting words and phrases.	X	X	X	X	X	X	X	X	X
Use morphology to determine the meanings of words.	X	X	X	X	X	X	X	X	X
Use verbs or verb tenses to convey ideas appropriately.	X	X	X	X	X	X	X	X	X

**Note:** The Grades K–2 standards correlations are available in the Digital Resources. These charts include specific grade-level standards and the lessons that meet the standards within the three language proficiency levels. See page 64 for more information.

The Best You

# Calm Down

The Best You: Calm Down

The Best You

# Calm Down

Everyone gets angry now and then. The important thing is what you do about it. Throwing a tantrum is not good. So, what can you do when you feel angry? You calm down. Here is how you can do it!

Teacher Created Materials

Exploring   
**Reading**

Level 1.8  
Word Count 342  
**Reading Level Correlations**  
Early Intervention Level 13  
Guided Reading Level J  
DRA Level 14  
Lexile® 490L



TCM 28010

Rice



**Dona Herweck Rice**

## Consultants

Diana Herweck, Psy.D.

### Publishing Credits

Rachelle Cracchiolo, M.S.Ed., *Publisher*  
Conni Medina, M.A.Ed., *Managing Editor*  
Nika Fabienke, Ed.D., *Series Developer*  
June Kikuchi, *Content Director*  
John Leach, *Assistant Editor*  
Kevin Pham, *Graphic Designer*

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### Library of Congress Cataloging-in-Publication Data

Names: Rice, Dona, author.  
Title: The best you : calm down / Dona Herweck Rice.  
Description: Huntington Beach, CA : Teacher Created Materials, [2018] | Audience: K to Grade 3.  
Identifiers: LCCN 2017026885 (print) | LCCN 2017055056 (ebook) | ISBN 9781425853334 (eBook) | ISBN 9781425849597 (pbk.)  
Subjects: LCSH: Calmness--Juvenile literature. | Emotions--Juvenile literature.  
Classification: LCC BF575.C35 (ebook) | LCC BF575.C35 R53 2018 (print) | DDC 155.42/4247--dc23

### Teacher Created Materials

5301 Oceanus Drive  
Huntington Beach, CA 92649-1030  
<http://www.tcmpub.com>

**ISBN 978-1-4258-4959-7**

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## Angry!

Your breathing speeds up  
and you feel flushed and  
warm.

Your hands close into  
fists.



You want to yell.  
What is happening to  
you?  
You feel angry!



## In Charge

Everyone feels angry at times.

Anger is a normal feeling. You can choose what to do about it.



You are in charge of your feelings.

Your feelings are not in charge of you.



**When you are angry,  
some choices make you  
feel better.  
Some choices make you  
feel worse.**



**Having a tantrum is  
not okay.  
You might hurt others.  
What can you do to feel  
better?**



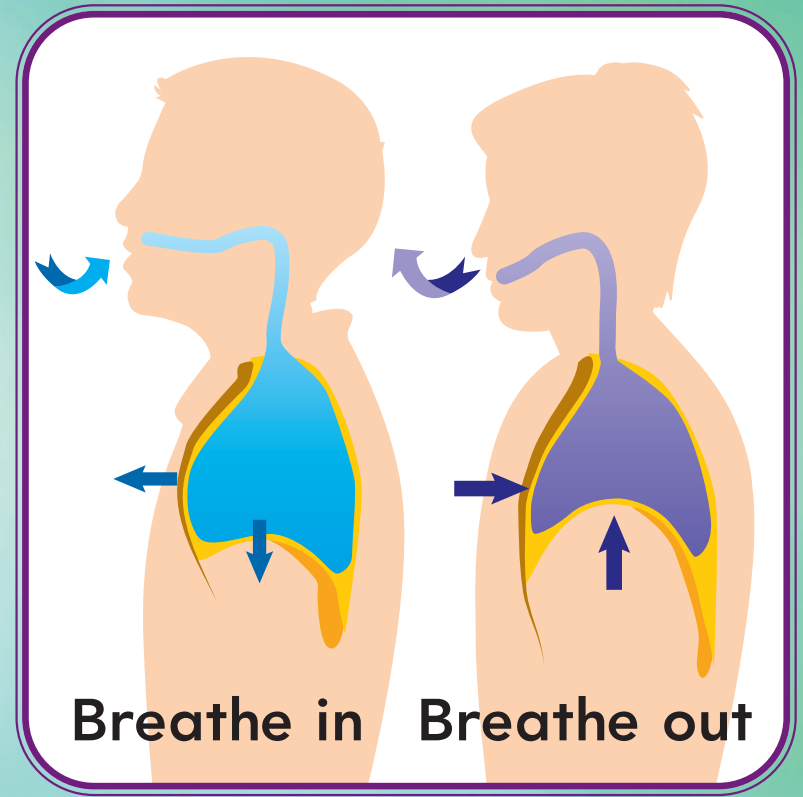


## Make Good Choices

There are many good choices you can make when you feel angry.



The next pages are filled with ideas for you to try. Try them, and see what works best for you!



## Breathing

One easy way to calm down is to take deep breaths. You can do this anywhere.

Breathe in slowly through your nose and out through your mouth. Do this a few times until you start to calm down.

Everything  
will be OK.



## Self-Talk

**Self-talk** is also easy to do.  
Talk to yourself about being  
calm.

Use a gentle tone.

Say to yourself, "Calm down."  
Say, "Everything will be okay."  
You do not need to say these  
things out loud.



## Counting

Counting from 1 to 10 works for many people. That is all it takes.



Count slowly. This may help you calm down. If you need to, count to 10 again.



## Running

Do you like to run?  
Running is a great thing  
to do when you feel angry.

Running can help you  
calm down.  
Running is also good  
for you!



## Yoga

Many types of exercise help you calm down.  
Yoga is a good choice.



In yoga, you form your body into shapes.  
You hold each shape for a while.  
You breathe calmly.



## You Can Do It!

It is not wrong to feel angry. Calming down is the best choice for you and everyone around you.



You can do it. Remember that you are in charge of you!

# Glossary

**flushed**



**gentle**



**self-talk**



**tantrum**



**yoga**





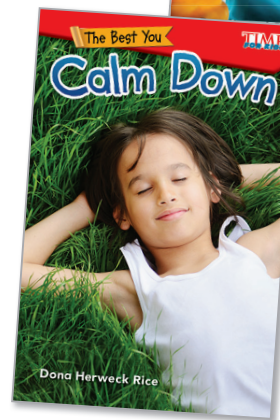
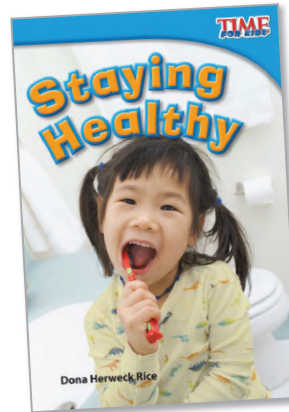
# LANGUAGE POWER

Grades K-2  
Level C

## Unit 4

### All About Me

- *Staying Healthy*
- *Eating Right*
- *Calm Down*



#### Essential Question

How can you stay healthy?

#### Talk About It!

What are some ways that you take care of your body and mind?

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#### Unit Introduction Video



To introduce your students to the theme,  
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# Objectives

## Unit 4: All About Me

Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning content—developing the skills and confidence in listening, speaking, reading, and writing. The learning objectives listed here describe the skills and strategies presented throughout the lessons.

### Staying Healthy Objectives

**Reading:** Students will identify the main idea of multiple sections of the text to gain a better understanding of how to stay healthy.

**Writing:** Students will write summaries about how to stay healthy.

**Content Area—Science:** Students will demonstrate understanding of how to engage in healthy exercise.

**Speaking and Listening:** Students will contribute to conversations by listening attentively, following turn-taking rules, and building on responses of peers.

**Language Development:** Students will explore academic action verbs in a shared language activity.



### Eating Right Objectives

**Reading:** Students will use text evidence to describe healthy food choices orally and in writing.

**Writing:** Students will draw and write to describe a healthy meal using information from the book.

**Content Area—Science:** Students will classify food combinations according to the food groups as they observe and analyze a food label.

**Speaking and Listening:** Students will demonstrate active listening to a video about table manners by asking and answering questions.

**Language Development:** Students will join compound sentences using coordinating conjunctions as they discuss healthy foods.



## Calm Down Objectives

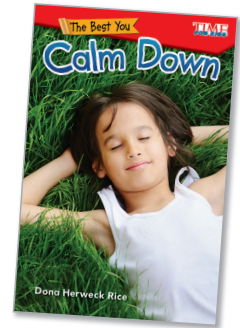
**Reading:** Students will identify the author's purpose as they discuss the ways to stay healthy when dealing with uncomfortable emotions.

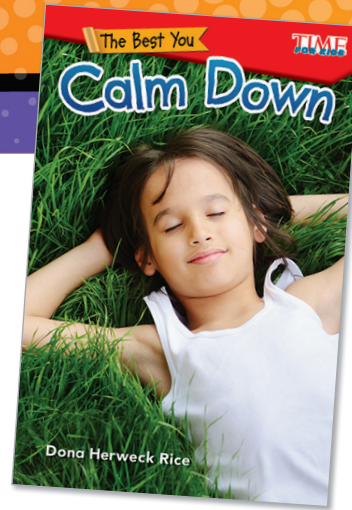
**Writing:** Students will write narratives about how to control emotions.

**Content Area—Science:** Students will practice healthy habits by learning that yoga is a way to stay calm and control emotions.

**Speaking and Listening:** Students will describe how authors support opinions with words.

**Language Development:** Students will explore the simple future tense to convey ideas appropriately in a shared language activity.





## Lesson Summary

In this lesson, students identify the author's purpose and supporting details. They write about how they control their emotions. Students learn yoga as a tool to calm down, describe how the author supports her opinion, and explore the simple future tense.

## Vocabulary Word Bank

- anger
- ★ calm
- ★ feelings
- ★ flushed
- gentle
- ★ in charge
- self-talk
- tantrum
- ★ uncomfortable
- yoga

## Guiding Question

What are some healthy ways to take charge of your feelings?



## Before Reading

### Building Background Knowledge and Vocabulary

1. Have students brainstorm different feelings they can have by drawing and writing about them in the *Student Guided Practice Book* ❶ (page 72).
2. Discuss the feelings that students drew or wrote about. Prepare a chart of different feelings for all to see. Use images, or emojis, that illustrate different feelings students can have. Discuss the feelings, and have students pantomime the feelings as you talk about them.

What does it mean to feel angry? *Angry means* \_\_\_\_\_.

How do you feel when you are angry? How is that different from when you feel calm?

*I feel* \_\_\_\_\_. *It is different because* \_\_\_\_\_.

3. Have students look at the cover of the book. Discuss the child on the cover of the book and what they might be feeling.

How does this child feel? *They feel* \_\_\_\_\_.

How do you know? What do you see? *I see* \_\_\_\_\_.

4. **Talk Time:** Take a picture walk through the book. Have partners make predictions about what they will read as they look at the photographs. Discuss the genre of the book as students make predictions.

What will this book be about? *This book will be about* \_\_\_\_\_.

What is the genre of this book? How do you know?

*This book is* \_\_\_\_\_. *I know this because* \_\_\_\_\_.

## During Reading

1. Read the book aloud to expose students to the content before delving deeper into the lesson. Model how to discuss with students the meanings of new vocabulary words as you encounter them in the text. You may want to introduce the vocabulary picture cards provided in the Digital Resources.

(After page 4) The text says, *Your breathing speeds up and you feel flushed and warm.* What might *flushed* mean? *Flushed* means \_\_\_\_\_.

(After page 7) What does it mean to be *in charge* of your feelings? *In charge* means \_\_\_\_\_.

(After page 9) Look at the girl in the picture. What might a *tantrum* be? *A tantrum* is \_\_\_\_\_.

(After page 14) Point to the sentence that tells us about *self-talk*. Why might you want to use a *gentle tone*? *A gentle tone* \_\_\_\_\_.

(After page 21) How does *yoga* help you stay calm? *Yoga can help you stay calm* by \_\_\_\_\_.

## After Reading

1. **I Do:** Ask students to look at the activity in the *Student Guided Practice Book* ❷ (page 73). Discuss the words *problem* and *solution* with students. Think aloud as you determine how to best identify examples of each from the book:

Uncomfortable feelings are feelings that don't make us feel good. In the book, we read about the feeling *anger*. Sometimes, you may feel angry, and that is okay. But it is an uncomfortable feeling, too. What does it look like when we feel angry?

2. Model drawing an angry emoji or page from the book. Guide students to write the following sentence: *Sometimes, we feel angry.*

3. **We Do:** Have students brainstorm possible solutions they read about to help with those uncomfortable feelings.

What did you read? How can that help you feel better?

*I can feel better by* \_\_\_\_\_.

4. **You Do:** Have each student choose one of the discussed ways to control uncomfortable feelings and write and draw about it in the *Student Guided Practice Book* ❷ (page 73).
5. **Talk Time:** Have students read their completed sentences to partners.
6. **Talk Time:** Have students complete the activity in the *Student Guided Practice Book* ❸ (page 74) to describe how making good choices keeps them healthy.

**Progress Check:** During Step 2, listen for students finding solutions from the text that can help keep them in charge of their feelings.



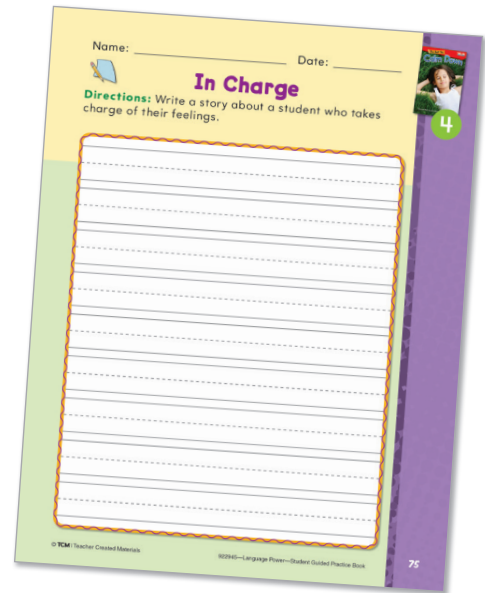
## Writing

Have students write stories about students who are dealing with uncomfortable emotions and how they handle them in healthy ways in the *Student Guided Practice Book* 4 (page 75). Have students share their writing with partners.

## Fluency

Have students echo-read. You read a sentence, paragraph, or page aloud. Then have students chorally reread that segment.

**Note:** Checklists and rubrics to assess fluency and language development are provided in the Digital Resources.



## Content Connection

Find an appropriate yoga video for kids online, such as this one: [tcmpub.digital/lp/k-2/yoga](http://tcmpub.digital/lp/k-2/yoga). Have students learn yoga as a calming strategy. Alternatively, teach students breathing strategies, such as breathing in and out slowly.



## Take-Home Literacy Activities

The Digital Resources include both English and Spanish versions of a school-to-home connection letter describing activities that go along with this lesson.



## Speaking and Listening

- 1. Talk Time:** Reread pages 6–7 in the book. Have partners discuss the author’s message on these two pages. (*You are in control of your emotions.*) Write the author’s message on the board or on chart paper.
- Reread page 12, and model identifying words and phrases the author uses that support the author’s message:

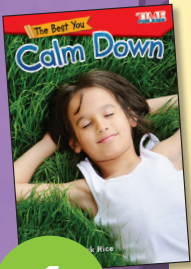
The author says that we are in control of our emotions. She gives many ideas to control emotions. On page 12, the author says that breathing is an easy way to calm down. By using the word *easy*, she is convincing me that it is something I can do! The author also says that you can practice breathing anywhere. This also tells me that it is something I can easily do. These words and phrases support the author’s message and her opinion.
- 3. Talk Time:** Reread page 14. Have students listen carefully for specific language that the author uses to support her message in the book. Have partners share the words they heard and then share their ideas with the whole class.
- Continue to read the first page of each section of the book. Have partners listen carefully for language the author uses that supports her opinions. Discuss how the words and phrases support the author’s message in the book.

## Language Development

- Have students share strategies that help them calm down. Write these strategies on the board or on chart paper.
- Model using the simple future tense to discuss the strategy that you think will be the best one to use the next time you need to take control of your emotions:

After reading the book, I learned ways I will control my uncomfortable feelings. The next time I feel upset or angry, I *will go* for a jog. I know this will be a great way to deal with anger.
- 3. Talk Time:** Have students turn and talk with partners to share the strategies they think they will use in the future. Have students use the following sentence frame in their discussions:

*When I am feeling \_\_\_\_\_, I will \_\_\_\_\_.*
- Have students share with the whole class what they will do the next time they have uncomfortable feelings.



1

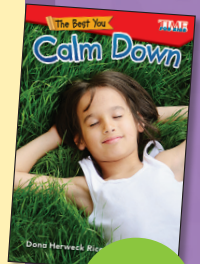
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# My Feelings

**Directions:** In the outer circle, draw or write about your feelings.



Name: \_\_\_\_\_ Date: \_\_\_\_\_



2

# Problem and Solution

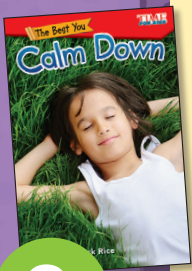
**Directions:** Write and draw a problem from the book. Write and draw a possible solution.

## Problem

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## Solution

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3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Happy and Healthy

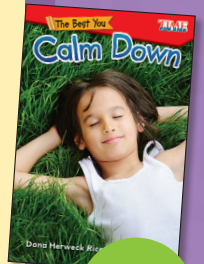
**Directions:** Draw and write how making good choices when you feel angry keeps you healthy.

A large rectangular area with a blue scalloped border. The top half is blank for drawing. The bottom half contains two sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# In Charge



4

**Directions:** Write a story about a student who takes charge of their feelings.

Handwriting practice area with 10 sets of lines (top solid, middle dashed, bottom solid) for writing a story.

## Unit 4: Calm Down



**anger**



**calm**



**feelings**



**flushed**

## Unit 4: Calm Down



**gentle**



**in charge**



**self-talk**

## Unit 4: Calm Down



**tantrum**



**uncomfortable**



**yoga**

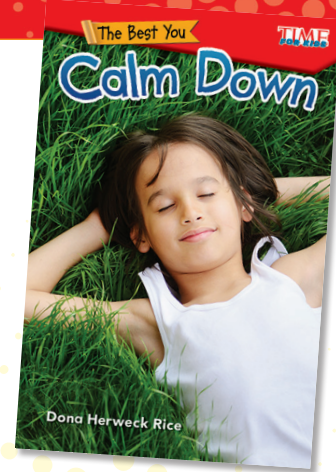
# Take-Home Literacy Activities

Dear Family,

Families play an important role in their children's education.

Your child has been learning about feelings.

Have your child lead you in the fun activities below. You will see how much your child has learned, and you can help your child reinforce his or her learning.



- **Family Discussion:** As a family, discuss the feelings you experienced during the day. Did you experience more than one emotion? Did you make good choices? What are your favorite ways to stay calm?
- **Practice, Practice:** Choose a new strategy to stay calm. Practice this new skill with a family member. Discuss how this new skill will help you when you are upset.

Sincerely,

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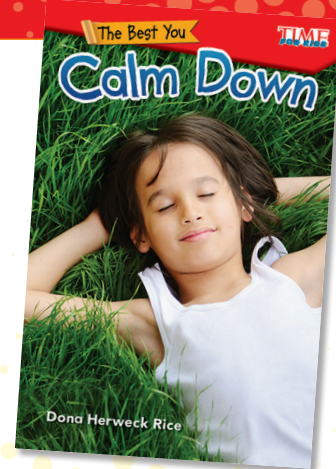
# Actividades de lectoescritura para el hogar

Estimada familia:

La familia desempeña un papel importante en la educación de sus hijos.

Su hijo ha estado aprendiendo sobre los sentimientos.

Pídale a su hijo que lo guíe para realizar las siguientes divertidas actividades. Verá cuánto ha aprendido y podrá ayudarlo a consolidar su aprendizaje.



- **Debate en familia:** En familia, comenten los sentimientos que experimentaron durante el día. ¿Sintieron más de una emoción? ¿Tomaron las decisiones correctas? ¿Cuáles son sus maneras favoritas de mantener la calma?
- **Practicar, practicar:** Elige una nueva estrategia para mantener la calma. Practica esta nueva destreza con un familiar. Comenten cómo te ayudará esta nueva destreza cuando te sientas molesto.

Atentamente,

---





# Unit 4 Assessment: All About Me

### Digital Assessments

Google™ version: [tcmpub.digital/lp/k-2c/unit4-g](https://tcmpub.digital/lp/k-2c/unit4-g)

Microsoft® version: [tcmpub.digital/lp/k-2c/unit4-m](https://tcmpub.digital/lp/k-2c/unit4-m)

## Reflection

To activate student learning before completing the assessments, help students reflect on their learning. Hold up the books and cards, or point to any anchor charts or artifacts from the unit. Then, hold a group discussion using the following prompts:

- What was your favorite part of the unit?
- Talk to a partner about anything new you learned about taking care of your body.
- How do you think this unit helped you learn English?



## Speaking and Listening

Say, “Let’s talk about these pictures.” Then, read each of the prompts to student(s), leaving time for responses.

	Question/Prompt	2 points	1 point	0 points
1	What do you see in the picture?	Student describes at least three things they see in the picture. <i>(Example answers: fruit, vegetables, healthy food, colorful food)</i>	Student describes one or two things they see in the picture.	Student’s response is not relevant, not understandable, or communicates “I don’t know.”
2	What do all the foods in the picture have in common?	Student gives a complete response that fully answers the question with at least two specific details. <i>(Example answer: They are all healthy because they are fruits and vegetables that grow from the ground.)</i>	Student gives a limited response to the question. <i>(Example answers: they are all healthy; they all grow from the ground)</i>	Student’s response is incorrect, not understandable, or communicates “I don’t know.”
3	Point to a vegetable. What is something healthy you can make with it?	Student gives a complete response that fully answers the question. <i>(Example answer: This is a carrot. I can make a healthy soup with carrots.)</i>	Student gives a response that partially answers the question. <i>(Example answers: This is a pepper. This is a carrot.)</i>	Student’s response is not relevant, not understandable, or communicates “I don’t know.”



## Reading

### Questions 1–2

Read the directions, “Look at the pictures. Answer the questions.” Support students by reading aloud the question and answer choices if necessary.

1. Read the prompt, “Choose the word that matches the picture.” (*Answer: A. angry*)
2. Read the prompt, “Choose the sentence that matches the picture.” (*Answer: C. She feels calm.*)

### Questions 3–4

Read the directions before each question, “Read the text. Answer the question.” Support students by reading aloud the sentences, questions, and answer choices if necessary.

3. Read the question, “Why should you use self-talk?” (*Answer: B. to calm down*)
4. Read the question, “Which food is the healthiest?” (*Answer: A. tomatoes from the garden*)



## Writing

Read the directions, “Look at the pictures. Then it’s time to write!” Support students by reading the questions or helping them as they write their responses. Encourage students to use the sentence starter and the word bank as they write.

	Question/Prompt	2 points	1 point	0 points
1	Say, “Describe the picture in a sentence.”	Student writes a sentence with at least two things they see in the picture. ( <i>Example answer: I see a girl making a salad with lettuce.</i> )	Student writes a sentence with only one thing they see in the picture.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”
2	Say, “Write at least three sentences about what you do to eat healthy. Make sure to use capital letters at the beginning of your sentences. End each sentence with a mark.”	Student writes at least three sentences about what they do to eat healthy. Sentences contain accurate vocabulary and grammar, correct capitalization, punctuation, and grade-level spelling.	Student writes a sentence or two about eating healthy. Sentences have problems with vocabulary, grammar, capitalization, punctuation, and or spelling.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Speaking and Listening

Let's talk about these pictures.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reading

Look at the pictures. Answer the questions.



1. Choose the word that matches the picture.

- (A) angry
- (B) calm
- (C) scared



2. Choose the sentence that matches the picture.

- (A) She feels angry.
- (B) She feels excited.
- (C) She feels calm.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reading *(cont.)*

### 3. Read the text. Answer the question.

Self-talk is easy to do. Talk to yourself about being calm. Use a gentle tone. You will feel much better!

Why should you use self-talk?

- (A) to feel angry
- (B) to calm down
- (C) to take deep breaths

.....

### 4. Read the text. Answer the question.

If you are not sure what to eat, think about how the food is made. Does it grow from the earth? Then, it is probably a healthy food to eat.

Which food is healthiest?

- (A) tomatoes from the garden
- (B) cereal from a box
- (C) potato chips from a bag

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Writing

Look at the picture. Then it's time to write!



**Word Bank**

balanced	girl
grains	lettuce
milk	protein

**1.** Describe the picture in a sentence.

\_\_\_\_\_

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\_\_\_\_\_

**2.** Write about how you make healthy choices.

\_\_\_\_\_

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I make healthy choices by \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_