

## Attachment #1

### Elementary: If You are Happy and You Know It (Song)

Use these words to the tune, "If you are happy and you know it clap your hands"  
Put gestures to each of the feelings if you also want more movement and kinaesthetic learning.  
Suggested gestures follow.

If you are **happy** and you know it wear a smile  
If you are happy and you know it wear a smile  
If you are happy and you know and you really want to show it  
If you are happy and you know it wear a smile  
(gestures: smile and thumbs up)

If you are **angry** and you know it wear a frown  
(gestures: frown and clenched fists)

If you are **scared** and you know it say "Nooooo!"  
(gestures: hands partially over eyes)

If you are **disgusted** and you know it wrinkle your nose  
(gestures: hands pushing away)

If you are **surprised** and you know it say "Yippee"  
(gestures: hands in the air)

### High School: A Poison Tree (Poem)

I was angry with my friend:  
I told my wrath, my wrath did end.  
I was angry with my foe;  
I told it not, my wrath did grow.

*William Blake*

## Attachment #2

# Feeling Vocabulary

Teach feeling words and non-verbal feeling expressions to set the stage for conflict resolution.

Teachers are key in teaching basic feeling vocabulary. The following lists offer a staged approach to developing an emotional vocabulary, based on the work of Dr. Paul Ekman and his cross-cultural research.

- **Basic Feelings** includes the six basic emotions that are recognized across culture, and are recognized through universal facial muscle movements.
- **Family Groupings** includes emotions that are understood across culture. Not all are connected to facial muscle movements.
- **Sample Associated Emotions** includes sample words connected to the various emotions.



Basic Feeling	Family Groupings	Sample Associated Emotions
I feel ...	I feel ...	I feel ...
Angry	Angry	mad; furious, jealous, hurt, frustrated, annoyed, aggressive, nasty, enraged, resentful, infuriated, bitter
Disgusted	Disgusted	offended, repelled, sickened, revolted, repulsed, appalled
	Contemptuous	disdain, scorn, dislike, hate, disapproving
Happy	Glad	happy, grateful, wonderful, joyful, pleasant
	Excited	eager, fun, brave, friendly, ecstatic, fantastic, silly, thrilled, impulsive
	Content	calm, peaceful, good, great, nice, blissful, relaxed, at ease
	Amused	delighted, tickled, joyous, laughing
	Relieved	calmed, freed up
	Fulfilled	fortunate, pleased, gratified
	Sensory pleasure	desire, sensual, fulfilled, satiated
Scared (Fear)	Pride (in achievement)	confident, smug, proud
	Scared	alarmed, fearful, anxious; nervous; afraid; worried, cautious, hysterical, horrified, puzzled, frightened, terrified
Sad	Embarrassed	humiliated, mortified, uncomfortable, ill at ease
	Sadness / distress	hurt; discouraged; sorrowful; disappointed, grievous (grief), lonely, miserable, sorry, terrible, despair
	Ashamed	sheepish, stupid, humbled, abashed
Surprised	Guilty	bad, chagrined, uncomfortable, remorseful
	Surprised	shocked, disbelieving

Attachment #3

**Feeling Faces**

He feels \_\_\_\_\_.



She feels \_\_\_\_\_.

She feels \_\_\_\_\_.



He feels \_\_\_\_\_.

She feels \_\_\_\_\_.



She feels \_\_\_\_\_.

Source: Free Digital Photos

Attachment #4

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

**Verbs**

<b>To Be</b>		<b>To Look</b>		<b>To Seem</b>		<b>To Feel</b>	
Pronoun	Verb	Pronoun	Verb	Pronoun	Verb	Pronoun	Verb
I	am	I	look	I	seem	I	feel
You	are	You	look	You	seem	You	feel
She	is	She	looks	She	seems	She	feels
He	is	He	looks	He	seems	He	feels
It	is	It	looks	It	seems	It	feels
We	are	We	look	We	seem	We	feel
They	are	They	look	They	seem	They	feel

Make three sentences.

	<b>Pronoun</b>	<b>Verb</b>	<b>Adjective (Feeling Word)</b>
<i>Example</i>	<i>He</i>	<i>seems</i>	<i>happy.</i>
1.	_____	_____	_____.
2.	_____	_____	_____.
3.	_____	_____	_____.

Attachment #5

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

**Lesson 1 Test (Part A):**

**Matching Pronouns and Verbs (to be, to seem, to look, to feel)**

Match the words. Match the pronoun and the verbs.

I	is
You	is
She	are
He	am
It	are
We	are
They	is

A dashed blue line connects the pronoun 'I' in the first row to the verb 'am' in the fourth row.

I	seem
You	looks
She	looks
He	seem
It	look
We	seems
They	look

Attachment #5

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

**Lesson 1 Test (Part B):**  
**Naming Feeling Words**

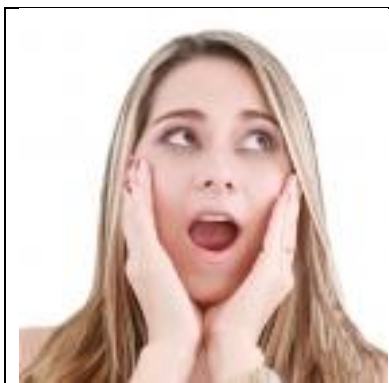
Identify the feelings in these pictures.

Example: sad



<i>I feel ...</i>
angry
disgusted
happy
scared
sad
surprised

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

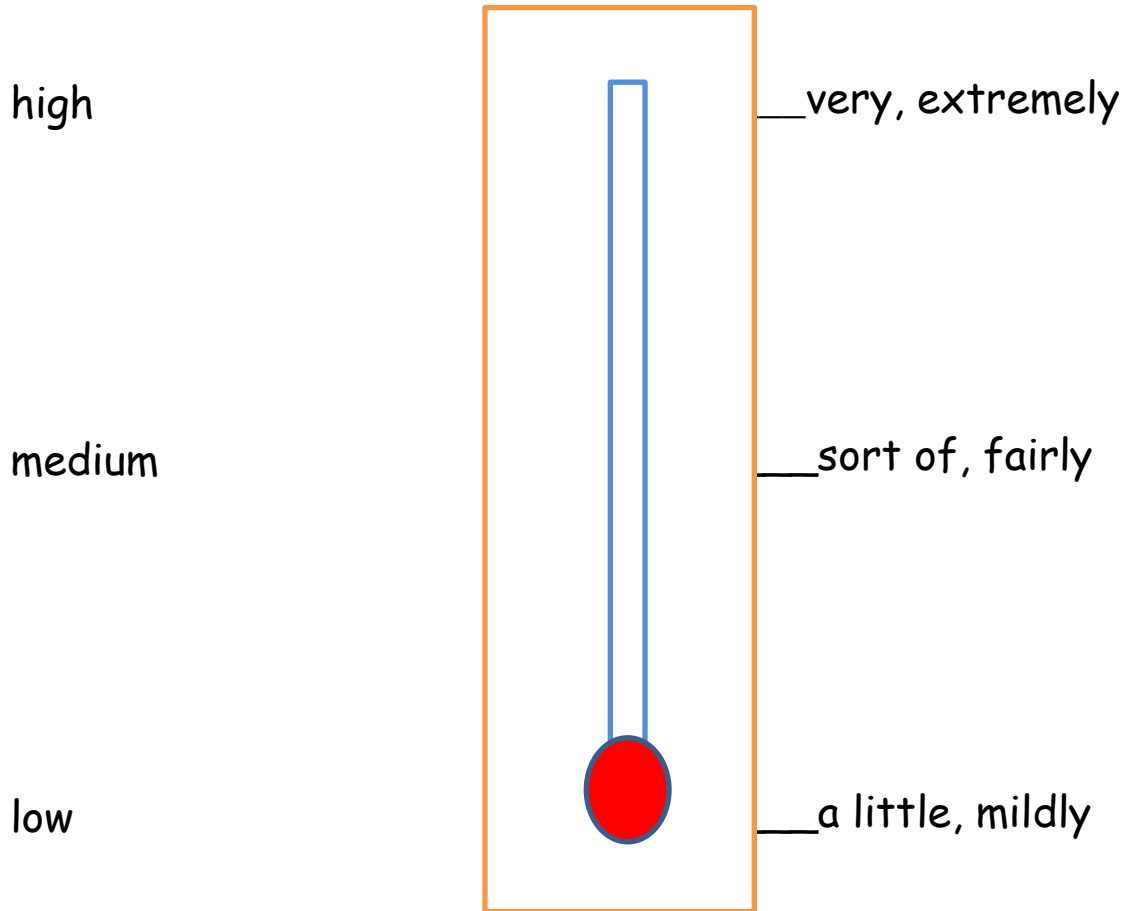


\_\_\_\_\_

Source: Free Digital Photos and Scratchpad Wikia

Attachment #6

# Feeling Thermometer



Attachment #7

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

**How My Class Feels**

Write a sentence about your feelings.

Then write three more sentences about other student's feelings.

	Noun Student Name	Verb	Adverb	Adjective
example	<u>Jamuna</u>	<u>Is</u>	<u>extremely</u>	<u>happy.</u>
My Name	_____	_____	_____	_____.
A Boy	_____	_____	_____	_____.
A Girl	_____	_____	_____	_____.
Two Students	_____	_____	_____	_____.



## Attachment # 8

# Comparison Sizes of Feelings

I feel ...	<b>I feel ...</b>
Angry	<b>angrier</b>
disgusted	<b>more disgusted</b>
Happy	<b>happier</b>
scared	<b>more scared</b>
Sad	<b>sadder</b>
Surprised	<b>more surprised</b>

### Adjectives with -er

angry – angrier	friendly – friendlier / more friendly	handsome – handsomer	good – better
busy – busier	gentle – gentler / more gentle	far – farther/further	bad – worse
happy – happier	little – littler	clever – cleverer / more clever*	little – less
ugly – uglier	narrow – narrower	simple – simpler / more simple*	few – fewer
funny – funnier	silly – sillier	fun – more fun	many / much – more

Adapted from Grammar Quizzes: Practice on Points of English Grammar <http://www.grammar-quizzes.com/morethan.html> Downloaded October 20, 2012.

Attachment #9

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

**How I Feel**

My topic is: \_\_\_\_\_.

Write a sentence about your topic.

Pronoun	Verb	Adverb	Adjective (Feeling Word)	About My Topic
I	am	fairly	happy	about winter

---

---

### Lesson 2 Test: Feeling Sizes

Pronoun	Verb	Adverb	Adjective
I	is	extremely	angry
you	am		sad
she	are	fairly	happy
he	feel		disgusted
it	feels	mildly	surprised
we	seem		scared
they	seems		
	look		
	looks		

Circle the right word. *Example: He ( feel / feels ) mildly sad.*

1. I ( is / are / am ) very surprised.
2. You ( is / are / am ) fairly angry.
3. He ( seem / seems ) extremely happy.
4. ( You / He / She ) look fairly scared.

Fill in the blanks. *Example: He feels mildly sad.*

1. They seem \_\_\_\_\_ disgusted.
2. He is extremely \_\_\_\_\_.
3. We are fairly \_\_\_\_\_.

Attachment #11

**Conflict Pictures**



Attachment #12

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

**Better or Worse**

<b>Pronoun</b>	<b>Verb</b>	<b>Comparing Adjective</b>
I	is	angrier
you	am	sadder
she	are	more disgusted
he	feel	happier
it	feels	more scared
we	seem	more surprised
they	seems	better
	look	worse
	looks	

Write some sentences about feeling better or feeling worse.

*Example: You seem happier. You feel better.*

---




---

---



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

## Lesson 3 Test: Better and Worse Feelings

Verb	Comparing Adjective	Sara	Juan	Alex
is	angrier			
am	sadder			
are	more disgusted			
feel	happier			
feels	more scared			
seem	more surprised			
seems	better			
look	worse			
looks				

Circle the best answer. Example Alex feels (~~sadder~~ / angrier).

1. (Sara / Juan) is sadder?
2. (Sara / Juan) is happier?
3. (Alex / Juan) feels worse?
4. (Sara / Juan) feels better?

## Attachment #14

### Common Contractions

	TO BE	WILL	"NOT" WORDS (negating a verb)	CONTRACTIO N
I	I am = I'm	I will = I'll	do not	don't
you	you are = you're	you will = you'll	does not	doesn't
he	he is = he's	he will = he'll	did not	didn't
she	she is = she's	she will = she'll	cannot	can't
it	it is = it's (or 'tis)	it will = it'll	is not	isn't
we	we are = we're	we will = we'll	are not	aren't
they	they are = they're	they will = they'll	was not	wasn't
that	that is = that's	that will = that'll	were not	weren't
who	who is = who's	who will = who'll	have not	haven't
what	what is = what's what are = what're	what will = what'll	has not	hasn't
where	where is = where's	where will = where'll	had not	hadn't
when	when is = when's	when will = when'll	will not	won't
why	why is = why's	why will = why'll	would not	wouldn't
how	how is = how's	how will = how'll	do not	don't
Source: <a href="http://www.enchantedlearning.com/grammar/contractions/list.shtml">http://www.enchantedlearning.com/grammar/contractions/list.shtml</a> downloaded October 16, 2012			does not	doesn't
			did not	didn't
			cannot	can't
			could not	couldn't
			should not	shouldn't
			might not	mightn't
			must not	mustn't



**Attachment #15**

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

**Our Play**

Use this to help with your play.

✓	<b>We have ...</b>	<b>Feelings, Questions and Responses</b>		
	We have one of these.	You seem ... She looks ...		
	We have of these.	angry    disgusted happy    sad scared    surprised		
	We have two of these.	extremely fairly mildly	angrier happier sadder	more surprised more scared more disgusted
	We have two questions.	What happened? Is that OK? What do you want? Why are you angry?		
	We used one of these.	You _____ I don't like it. Next time, please _____.	OR	When you _____ I feel _____ because _____.

Attachment #16

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

**Matching Words**

Match the words.

I am

you are

he is

she is

they are

we are

will not

do not

cannot

we're

they're

she's

won't

he's

I'm

can't

don't

you're

Attachment #17

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

**Words of Agreement**

1. Find the words that match.

I respect

Yes!

I understand

I know

I agree

I like

I appreciate

I like

2. Complete these sentences. Use the words above.

a. I agree \_\_\_\_\_.

b. I \_\_\_\_\_ today is sunny.

c. I \_\_\_\_\_ you.

## Attachment #18

# Assessing Language Learning (Listening, Speaking, Reading, Writing)

## Managing Conflict

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

Rating: (2) Met Objective                      (1) Partially Met Objective                      (0) Did Not Meet Objective

Lesson	Skills Emphasis	Key Objectives
1	Listening (L) Speaking (S) Reading (R) & Writing (W)	<input type="checkbox"/> Listens attentively to new vocabulary (i.e., feelings, verbs) (L) <input type="checkbox"/> Responds orally to oral prompts of new vocabulary (L,S) <input type="checkbox"/> Responds orally to written prompts of new vocabulary (S,R) <input type="checkbox"/> Writes a simple sentence from sentence stems (R,W) <input type="checkbox"/> Writes one or more sentences about a target picture (W) <input type="checkbox"/> Labels and matches written content vocabulary (R,W)
2	Listening, Speaking, Reading & Writing	<input type="checkbox"/> Listen attentively to presentation of target vocabulary (i.e., adverbs )(L) <input type="checkbox"/> Responds orally to oral prompts of new vocabulary (L,S) <input type="checkbox"/> Responds orally to written prompts of new vocabulary (S,R) <input type="checkbox"/> Writes a simple sentence from sentence stems (R,W) <input type="checkbox"/> Responds to a demonstration of target vocabulary (S) <input type="checkbox"/> Write a descriptive sentence from sentence stem (R,W)
3	Listening, Speaking, Reading & Writing	<input type="checkbox"/> Listens attentively to new vocabulary (i.e., questions, comparisons) <input type="checkbox"/> Responds orally to oral prompts of new vocabulary (L,S) <input type="checkbox"/> Responds orally to written prompts of new vocabulary (S,R) <input type="checkbox"/> Writes a simple sentence from sentence stems (R,W)
4	Listening, Speaking, Reading & Writing	<input type="checkbox"/> Listen attentively to presentation of target vocabulary (i.e., statements, contractions)(L) <input type="checkbox"/> Responds orally to oral prompts of new vocabulary (L,S) <input type="checkbox"/> Responds orally to written prompts of new vocabulary (S,R) <input type="checkbox"/> Matches target vocabulary (R) <input type="checkbox"/> Responds to a demonstration of target vocabulary (L,S)
5	Listening, Speaking, Reading & Writing	<input type="checkbox"/> Listen attentively to presentation of target vocabulary (e.g., agree = yes!) <input type="checkbox"/> Responds to written prompts of target vocabulary (R) <input type="checkbox"/> Writes a simple sentence or story from a picture prompt/drawing (W) <input type="checkbox"/> Writes a simple sentence using agreement words. (W)

## Attachment #19

### **Assessment: Group Work (Participating, Cooperating, On-Task, Communicating)**

#### **Teacher Rubric – Group and Partner Tasks**

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>
<b>Participation</b>	Student did not participate in task.	Student participated sometimes but not on a consistent basis.	Student participated on a regular basis.	Student participated and even contributed more than was required for the task.
<b>Cooperation</b>	Teacher intervention needed often to help the student cooperate with other group members.	Student worked well with others but needed some intervention to help student cooperate with other group members.	Student worked well with others and no teacher intervention was necessary.	Student worked well with others and assisted others when needed.
<b>On Task</b>	Student need frequent reminders to stay on task.	Student needed some reminders to stay on task.	Student stayed on task most of the time.	Student stayed on task all of the time.
<b>Communication</b>	Student needed frequent reminders to listen to group members and speak in an appropriate manner.	Student needed some reminders to be able to listen to group members and speak in an appropriate manner.	Student listened attentively to group members and responded appropriately most of the time.	Student listened attentively and communicated in a friendly and encouraging manner all of the time.

**Attachment #20**

**Vertical and Horizontal Slices for English Language Development**

The following overviews vertical and horizontal “slices” as a way to target English Language Development.

	Monday	Tuesday	Wednesday	Thursday	Friday
Am					ESL Training
Pm					

A vertical slice targets English language development for a specific chunk of time (e.g., pull out)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Period 1</b>	10 minutes English Language Development in Science	10 minutes English Language Development in Math	10 minutes English Language Development in Science	10 minutes English Language Development in Math	10 minutes English Language Development in Science
	Science	Math	Science	Math	Science
<b>Period 2</b>	10 minutes English Language Development In L.A.	10 minutes English Language Development in Social Studies	10 minutes English Language Development In L.A.	10 minutes English Language Development in Social Studies	10 minutes English Language Development In L.A.
	L.A.	Social	L.A.	Social	L.A.

A horizontal slice targets English language development for a portion of a subject.

## Attachment #21

### Resources

cbe.ab.ca

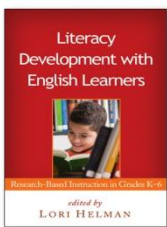


#### Complex English Language Learners (CELLS)

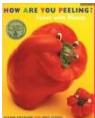
A Tool to Support School Learning Teams

When it might be more than English Language acquisition...

The CELLS document (Complex English Language Learners) offers Observations and Strategies to work with ELL's in the classroom. This toolkit may help differentiate conflict that is rooted in the challenges of language acquisition from challenges related to special needs (e.g., expressive language disorder, etc.) CELLS can be found through Staff Insight/Support Teaching and Learning/ Instructional Supports/English Language Learners/CBE Guiding Documents



Susana Dutro's model of English Language Development is outlined in this downloaded chapter. Key are background information, working with the student's oral and written literacy strengths, a structured approach that includes the complex forms of English language as well as grade-level concepts and academic vocabulary. Downloaded from <http://www.elachieve.org/research--articles.html> Oct. 24/12.



Feeling Books: See on-line lists and access school and public libraries for age-appropriate books, (e.g., "How are you Peeling?")

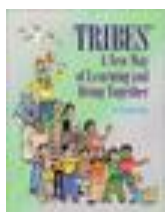


Social Stories communicate through both visuals and minimal text. These stories can explore situation-specific social rules (e.g., what to do on the playground, what to do in an assembly, etc.). For a host of social stories see Speaking of Speech as well as North

Central Florida's Region 2 Digital Library's Social Stories.



This Alberta Education website offers a number of social emotional supports for students with refugee backgrounds.



This particular text Tribes offers many exercises to engage students in cooperative classroom experiences. The Tribes model has mushroomed into a larger network of like-minded teachers and schools. Specific to Conflict Management, Tribes has exercises to eliminate "put downs" in a classroom setting (pp. 368), expand perception (p. 337), vote on various ways of handling conflict (p. 321).

## Sources

Calgary Board of Education (2013), Complex English Language Learners. In House Document

Dutro, S., & Moran, C. (2003). Rethinking English language instruction: An architectural approach. In G. Garcia (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 227–258). Rowland Heights, CA: International Reading Association.

Dutro, S. & Helman, L. (2009). Explicit Language Instruction: A Key to Constructing Meaning, *Chapter 3 of Literacy Development with English Learners Research-Based Instruction in Grades K-6*. New York, NY: Guilford Publications, Inc. Downloaded from <http://www.elachieve.org/research--articles.html> October 24, 2012.

Ekman, P. (1999). Basic Emotions. In T. Dalgleish and M. Power (Eds.). *Handbook of Cognition and Emotion*. Sussex, U.K.: John Wiley & Sons, Ltd. found at <http://www.paulekman.com/wp-content/uploads/2009/02/Basic-Emotions.pdf>

Eckman, P. (1993). Facial Expression and Emotion, *American Psychologist* Vol. 48, No. 4, 384-392

### Free Digital Photos

Angry Boy by Arvind Balaraman

Breathing Happiness (Happy Boy) by Juan Gnecco

Distressed Girl Holding Her Head by Stuart Miles

Female Feeling Bad Smell (i.e., Disgust) by David Castillo Dominici

Girl With Sorrow And Sadness (i.e., Sad girl holding face) Stuart Miles

Loneliness (i.e., Sad Woman) by graur razvan ionut

Sad (i.e., Sad boy holding face) by Arvind Balaraman

Serious Little Boy With Folded Arms by David Castillo Dominici

Shocked Boy by imagerymajestic

Surprised Woman by Michal Marcol

Young woman Surprised by David Castillo Dominici

Scratchpad Wikia, Photographer Unknown, Disgust Girl <http://scratchpad.wikia.com/wiki/File:Disgust.jpg>  
Downloaded October 22, 2012.