



Managing Anger Lesson Plan: Grade 1

Grade Level: **First Grade** | Duration: **Two days, 30 minutes per lesson**

Objective

In this lesson, first graders use BrainPOP Jr. resources to learn how to identify and manage the anger.

Students will:

- 1. Build Background Knowledge:**
 - Watch the BrainPOP Jr. movies Emotions and Anger.
- 2. Think and Do:**
 - Word Play: Draw a representation of the word “upset.”
 - Talk About It: What can you do to cheer up when you are angry?
- 3. Assess:**
 - Take the Emotions quiz.

Preparation

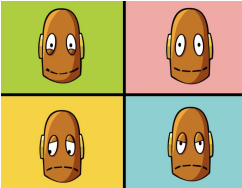

- Preview the BrainPOP Jr. movies [Emotions](#) and [Anger](#) to plan for any adaptations.
- Read Background Information for [Emotions](#) and [Anger](#) topics.
- Create and schedule Day 1 assignment: [Emotions Movie](#) , [Word Play](#), and [Easy Quiz](#).
- Create and schedule Day 2 assignment: [Anger Movie](#) and [Talk About It](#).

Before the Lesson

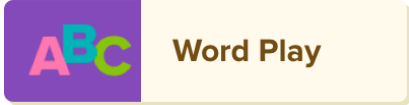
Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

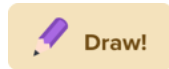
- *Describe a time when you felt angry. What made you feel this way?*
- *What do you do to feel better when you are angry?*

DAY 1: Build Background (10 minutes)

| Lesson Steps | Offline Modifications | Modifications for Diverse Learners | ELL/Language Development |
|---|---|---|--|
| <div style="text-align: center;">  </div> <p>1. Watch the Emotions movie. Click pause whenever a question appears in Annie’s Notebook. Discuss the question, then click play for Annie’s response.</p> <p>TIP: Pause turns red to remind you to pause.</p> <div style="text-align: center;">  </div> | <ul style="list-style-type: none"> ● Print the movie transcript and Annie’s Notebook for a grown-up to read aloud. ● Have a student play Moby and “beep” in response to Annie. ● Read aloud a grade-level sentence two times while tracking with your finger. Then track again, word-by-word as students repeat the words. Do this for three sentences. | <ul style="list-style-type: none"> ● Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on one or two emotions and what makes them feel that way. ● Pause at two key points and prompt students to summarize. ● Support recall by having students draw one or two key ideas from the movie. | <ul style="list-style-type: none"> ● Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. ● Create a word wall with vocabulary and the drawing. ● Pause at key points and ask discussion questions from Annie’s Notebook in the student’s home language or English. |

DAY 1: Think & Do (15 minutes)

| Lesson Steps | Offline Modifications | Modifications for Diverse Learners | ELL/Language Development |
|--|--|--|---|
| <div style="text-align: center;">  </div> <p>2. Students open their Word Play assignment. Or, if not using Assignment Builder, model how to open Word Play.</p> | <ul style="list-style-type: none"> ● Print the “Draw!” page for the word “upset”. ● Students draw a picture of something that makes them upset using markers or crayons. Help them label the picture. | <ul style="list-style-type: none"> ● Model how to use the drawing tools. ● As a challenge, have students choose another word from the activity to illustrate. ● | <ul style="list-style-type: none"> ● Discuss what makes students upset in their home language. ● Use the word “upset” in a sentence. Prompt students to say the word and repeat the sentence. |



Students click the word “upset” and choose the “Draw” tab.

Instruct students to draw a picture of something that causes them to feel upset.

When they finish, students click **Save** then **Submit To Teacher** and/or print out.

- Hover over the word “upset” to hear it read aloud. **the word “upset” in students’ home language.**

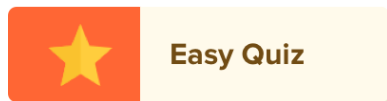
DAY 1: Assess (5 minutes)

Lesson Steps

Offline Modifications

Modifications for Diverse Learners

ELL/Language Development



3. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the [Easy Quiz](#).

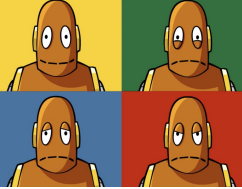

If you assigned the quiz, you will see students’ results in your Dashboard. If not assigned, students click the **Submit to Teacher** button.

- **Print** the [Easy Quiz](#). Read aloud the questions and answers.

- Hover over the **questions** and answers to hear them **read aloud**.
- **Reduce the number** of questions and/or possible answers (using the Quiz Mixer).
- **Support recall** by revisiting movie drawings.

- **Read aloud** the quiz in students’ home language.
- **Highlight the key vocabulary** in a printable version of the quiz.
- **Support recall** by having students review drawings they made during the movie.

DAY 2: Build Background (10 minutes)

| Lesson Steps | Offline Modifications | Modifications for Diverse Learners | ELL/Language Development |
|--|---|---|--|
|  <p>4. Watch the Anger movie. Click pause whenever a question appears in Annie's Notebook. Discuss the question, then click play for Annie's response.</p> <p>TIP: Pause turns red to remind you to pause.</p>  | <ul style="list-style-type: none"> • Print the movie transcript and Annie's Notebook for a grown-up to read aloud. • Have a student play Moby and "beep" in response to Annie. • Read aloud a grade-level sentence two times while tracking with your finger. Then track again, word-by-word as students repeat the words. Do this for three sentences. | <ul style="list-style-type: none"> • Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on what to do when they feel angry. • Pause at two key points and prompt students to summarize. • Support recall by having students draw one or two key ideas from the movie. | <ul style="list-style-type: none"> • Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. • Create a word wall with vocabulary and the drawing. • Pause at key points and ask discussion questions from Annie's Notebook in the student's home language or English. |
| DAY 2: Think & Do (20 minutes) | | | |
| Lesson Steps | Offline Modifications | Modifications for Diverse Learners | ELL/Language Development |



Talk About It

5. Students open their Talk About It assignment. Or, if not using Assignment Builder, model how to open [Talk About It](#).

Students click the Start arrow to begin, and click PRINT at the bottom of the page.

- **Print** the “Talk About It” page.
- Students **write or draw** what cheers them up when they feel angry.

- **Model** adding to the concept map one way you cheer up when feeling angry.
- **Brainstorm** things that may make us angry before filling in chart
- **As a challenge**, prompt students to add ways they cheer up a friend when they feel angry.

- Read aloud the activity in students’ **home language or English to review the directions**.
- Have students complete the activity in their **home language first**.