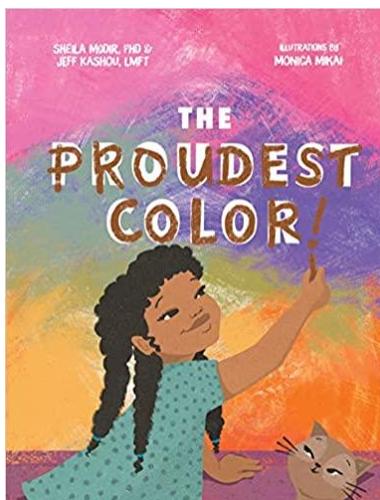


The Proudest Color

By Sheila Modir and Jeffrey Kashir

Illustrated by Monica Mikai



Classroom Lesson Project: I am PROUD to be me.

By: Taylor Troisi

Project Summary: This is an SEL based lesson focused on feelings. Throughout this lesson, students will have the opportunity to make connections to various emotions and use their background knowledge to connect feelings to color. The teacher will read the book The Proudest Color to students and open the door to conversations about what students are proud of when reflecting on themselves. Students will have time to discuss with their peers and draw a self-portrait. To go along with this self-portrait, students will write a sentence stating what they are proud of. This lesson gives students time to share the things they love about themselves and shows them how special they truly are. This book is very powerful and meaningful when it comes to identity, and this lesson will build off of that to provide students with a sense of confidence within themselves.

Lesson Goal(s) and Objective(s):

Relevant CCSSStandards:

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-LITERACY.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Audience:

I designed this lesson/activity keeping my first graders in mind, but I think the lesson could be suitable and differentiated to meet the needs of all elementary aged students. Without differentiation, this lesson is most suitable for primary aged students.

Materials Needed:

For this activity, the teacher will need a copy of the book "The Proudest Color" and access to a Zones of Regulation chart. Students will need a blank white sheet of paper, a pencil, and crayons (both regular and the Colors of the World crayon set).

Description of the Teaching and Learning Process:

This lesson will take about 30-45 minutes depending on teacher preference (e.g., how long you engage in discussion and how long you have students draw and write is up to you).

- The teacher will begin by reviewing the Zones of Regulation with students. They will talk about how the different zones represent different feelings and emotions and those zones are represented by a color.
 - Students can discuss what the colors represent during the review.

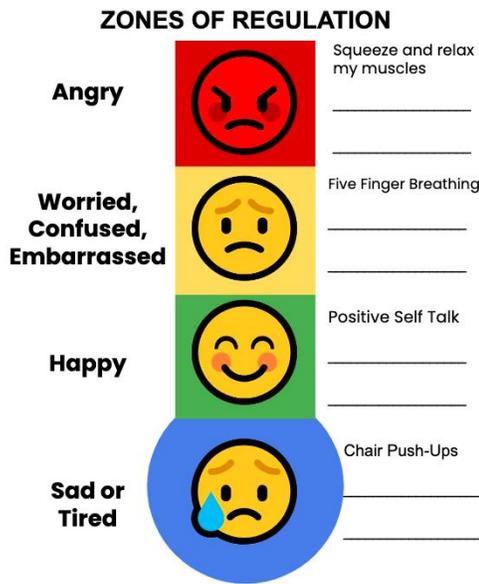
- The teacher will make the connection that the colors that go with each zone can sometimes remind us of specific emotions. For example, if students are feeling angry, maybe they think of the color red, and if they're sad, maybe they think of the color blue).
- The discussion can then transition into other colors that aren't included in the Zones of Regulation. The teacher can encourage students to share other colors and the way they make them feel.
- Introduce the word "proud" and talk about what the meaning is. Allow students time to guess/share their thoughts and then provide them with a definition. "Proud is when you feel happy or good about something you have or something you have done". Provide examples relevant to your students.
- The teacher will then introduce the book "The Proudest Color". Read through the book and stop to talk about how the character, Zahra, is feeling along the way. When identifying these feelings, make connections to the zones of regulation. At the end of the story, be sure to ask students how Zahra felt at the end of the story. Students may say Zahra is feeling happy, joyful, or positive. The word that I think describes her best is proud. If students do not say that word, make sure to add it in with the list of ideas they come up with.
- Tell students that they will get the opportunity to think about what they are most proud of when thinking about themselves. Tell them that there are many things that make them special, and they should be proud of the things that make them who they are. Model this by sharing something you are proud of that is either a physical trait or a personality trait. For example: "I am proud of my freckles", "I am proud of my loud voice", or "I am proud of my kindness". Let students think for a minute, and then have them turn and talk with a partner to share what they are proud of. This would also be a great time to implement a Kagan strategy, such as a think, pair, share, or a stand up, hand up, pair up.)
- Once students have time to share what they chose, model the worksheet.
- Using a blank piece of white paper, model drawing a self-portrait. Be sure to include details that showcase your specific features. Explain that students should use their crayons to color themselves accurately. Show students that they can use the Colors of the World crayon sets to match their skin tone.

- After modeling the self-portrait, model writing the sentence. Use the sentence stem "I am proud of my _____".
- Release students to their desks with their supplies to have them work on their worksheet.
- At the end of the lesson, you can have students come back together to share if they would like to and if there is time they can share what they like about each other's papers.
 - *I chose to provide a sentence stem for all of my students. "I am proud of _____." You could choose to just have the sentence stem for students who need it, or not use one at all.*

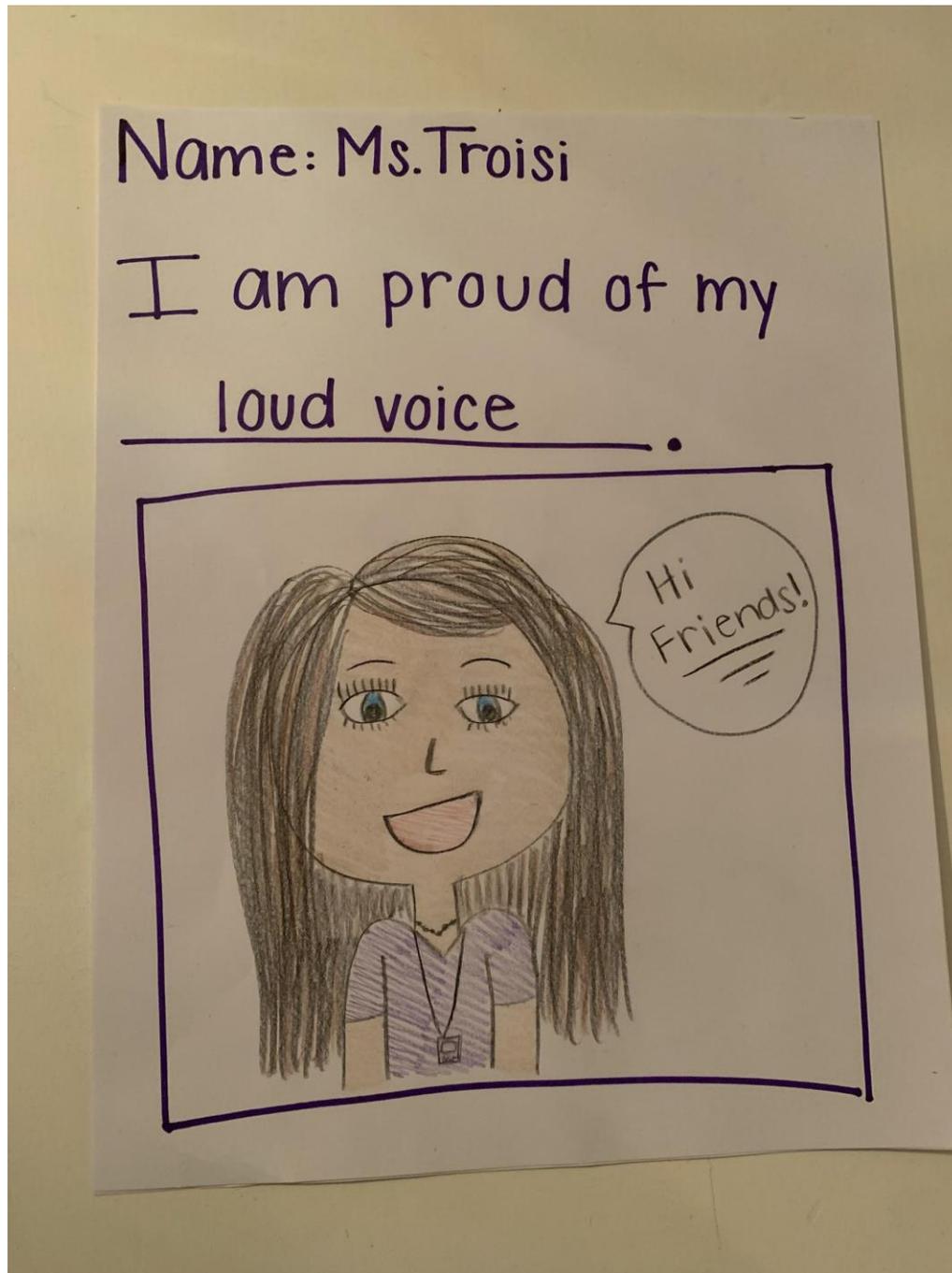
By the end of the activity, students should draw a self portrait on the blank sheet of paper, and include a sentence stating "I am proud of _____" where they will fill in the blank to say what they are proud of when thinking about themselves. These responses will vary depending on if students choose physical traits or personality traits.

Additional Information and Links to Resources Used (Optional):

- Zones of Regulation Chart:



My portrait example:



About Me:

- My name is Taylor Troisi and I am a first grade teacher in Adams 12. I graduated in the Spring of 2020 from CU Boulder with a degree in psychology and my teaching license for Elementary Education. I am

currently pursuing my masters in Curriculum and Instruction in Literacy at CU Boulder. I have always known that I wanted to be a teacher and it is the best feeling in the world to get to do what I love every day. I care so deeply about this career and I feel extremely grateful to have the opportunity to continue my education to become the best teacher I could possibly be.