



Emotional Literacy

Video Assignment

Using Books to Teach Emotional Literacy

Objective

To use a storybook to teach children emotional literacy

Instructions

Plan

Make a plan to use a storybook to teach emotional literacy to children. You may use elements of the plan you created in this module or develop a new one. Examples of book-related activities that teach emotional literacy are available in the *Book Nook* portion of the Center on the Social and Emotional Foundations for Early Learning website: <http://csefel.vanderbilt.edu/resources/strategies.html>. Also available on the website is a list of possible books to use to teach emotional literacy.

Your written plan should include: a lesson objective, questions and comments that you will use, new vocabulary words and their meanings that you will teach, and two related activities to do with young children. Include evidence that shows you will be using teaching practices from this module.

Film

When you set up the video recording equipment, consider lighting, audio, timing, physical safety, positioning of yourself and children, and the visibility of activities. Make sure that you are coordinating with program policies about filming in the classroom and that you have written permission from children's parents to film them.

Film yourself giving the lesson to a small group of children. The finished video should be about 5 minutes long.

Reflect

Watch the video at a later time.

Write a reflection about your teaching experience and your observation of the lesson on video. Include answers to these questions in your reflection: Did you follow your plan? Did creating a plan make a difference in your lesson? Did the lesson go as you expected? Were the children engaged? How did you know? What went well? What would you do differently next time?

See the rubric below for additional features of a high-quality reflection.

Rubric

| | Exemplary | Proficient | Developing | Needs Improvement |
|-------------------------------|--|--|---|---|
| Do (Lesson plan and video) | The assignment is complete and on time. The lesson plan includes an objective and language and activities to use. The video quality is high, sound is audible, environment is well lit, action takes place within the frame. Participant covers all of the elements in the assignment. | The assignment is on time. The lesson plan contains most of the elements: objective, language, activities. The video quality is high, lesson is audible, lighting is good, and action takes place within the frame. Participant covers most of the elements in the assignment. | The assignment is on time. Video quality may not be high. Participant covers less than half of the elements in the assignment. | The assignment is incomplete or may be late. Participant covers few of the elements in the assignment or veers from the assignment. |
| Instructor's Comments | | | | |
| Reflect | The assignment is complete and on time. Participant provides an introduction and thesis statement, i.e., tells the reader what to expect from the paper. Participant describes learning from the experience, connects experience to concepts in the module, and draws implications for work as a teacher. Participant provides a summary and includes reference to specific examples from the lesson. There are no spelling or grammar errors. Paper is at least one page. | The assignment is complete and on time. Participant provides an introduction and thesis statement, i.e., tells the reader what to expect from the paper. Participant describes learning from the experience and discusses implications for work as a teacher. Participant provides a summary and includes reference to specific examples from the lesson. There are few, if any, spelling or grammar errors. Paper is at least one page. | The assignment is complete and on time. Participant includes more than half of expected elements: introduction, thesis statement, major learning, implications, summary, and examples. There may be some grammar and spelling errors. | The assignment is incomplete or may be late. Participant includes less than half of expected elements: introduction, thesis statement, major learning, implications, summary, and examples. There are grammar and spelling errors. Paper is not appropriate length. |



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| Instructor's Comments | | | | |
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