

I Feel a Lot of Things

Identifying feelings is an important step to self-awareness and maturity. Naming and identifying one's feelings and the feelings of others helps children begin to build relationships.

SEL COMPETENCY
Self-awareness

SKILL identifying emotions

MATERIALS

- ✓ Discovering Projectable 2.6.1
- ✓ Connecting Projectable 2.6.2
- ✓ Printed copies of Projectable 2.6.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet
- ✓ Finger puppets

CLASSROOM CONFIGURATION

- 1 whole class 2 whole class
- 3 whole class/pairs 4 individuals

OBJECTIVES

Children will

- ✓ identify and name feelings they have had at different times.

★ **COMMON CORE CONNECTION**

This lesson addresses the following Common Core Standards:

READING: LITERATURE

- ✓ RL.K.1

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.K.1

SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS

- ✓ SL.K.5

SCAFFOLDING FOR EARLY LEARNERS

1 DISCOVERING

Light Support Make sure your face reflects some of the emotions of the “Let’s Go Find a Dragon” poem.

More Support Point out that scared is a feeling word related to the line “he won’t scare me.” Ask children to define *scared*.

2 CONNECTING

Light Support Discuss situations that might make children feel each emotion. For example, it might make you feel sad if a friend moves away. If you miss a week of school, you might feel confused when you return.

1 DISCOVERING 7 MINUTES

Lesson **Link**

ACTIVITY 1

Announce to children that today’s lesson is about feelings and that they will expand on what they have been learning about themselves so far in this unit. Display **Discovering Projectable 2.6.1**. Tell children that you are going to read a poem called “Let’s Go Find a Dragon.” Ask them to listen carefully as you read it aloud and to think about what feelings the characters have during the adventure. As you read, emphasize the drama of the line, “he won’t scare me.” Also draw children’s attention to the sounds, such as the “splish-splash” of the ocean and the “squelch” of the mud. Introduce motions and act out squelching through the mud, tiptoeing through the cave, running away from the dragon, and so on. Be sure the tone of your voice conveys the feelings in each stanza. After reading the whole poem once, review each stanza and prompt children to think about how they would feel during that part of the adventure.



ASK: *What do you think are the characters' feelings in this part of the poem?*

As children share their ideas about feelings, repeat the feelings and write the words on the board. Explain that these are some of the many feelings that all people have sometimes.

SAY: *Sometimes we feel happy, and sometimes we feel sad. Sometimes we feel proud or confused. We can have more than one feeling in a day—or even in an hour. Everyone has different feelings at different times, and that's okay.*

2 CONNECTING 10 MINUTES

INSTRUCTION

Remind children that all people have many feelings at different times, sometimes even on the same day.

Introduce identifying and naming feelings

Tell children that it is important that we identify and name our own feelings. It's also important to identify and name others' feelings. Explain that one way we know how we are feeling and how others are feeling is by the facial expressions we make. Display the Our Many Feelings projectable (**Connecting Projectable 2.6.2**). Point to each face on the projectable and ask volunteers to identify the feeling the face represents. Ask children to tell you what it is about each face that helps them identify the feeling. Say the feeling and ask children to make a face that shows the feeling.



Model identifying and naming feelings

Use several situations such as those that follow to model how to identify and name feelings. Use your face to convey the feeling that a person would likely have in that situation.

More Support Ask children to close their eyes. Describe a feeling; for example, **SAY:** *I have been waiting all year to go to the carnival. I'm smiling and my heart is beating fast. What am I feeling?* (excited)

3 PRACTICING

Light Support Ask one partner to identify the feeling first. Then have the other partner tell whether they agree. Have partners switch roles for the next stanza.

More Support Let children know it is okay if they choose more than one feeling, because sometimes we feel a mixture of many different feelings.

4 APPLYING

Light Support Reread the story and pause at different parts to ask about different feelings. **ASK:** *How does Sasha feel about the sleepover? How does Sasha feel about sleeping without her blankie? How will Sasha feel during a ghost story?*

More Support Encourage children to consult their feelings chart for ideas. Ask yes/no questions, such as: *Does Sasha feel proud? Does Sasha feel hurt?*

Community Connection

See p. 3 for Community Connection activities.

Family Connection

Begin the Family Connection take-home worksheet during the Applying phase of instruction. Children think of feelings they can act out. If time allows, you may allow children to practice playing What's My Feeling? with a partner.

Applying Across the Curriculum

TECHNOLOGY Show children pictures of several emoticons and ask them to identify the emotion expressed by each emoticon. Ask the children to explain why they think certain emoticons are expressing different feelings.

ART Take photos of children in your class showing a particular emotion. Guide children to create a feelings book using these photos to illustrate the different feelings.

SAY: *Last week I fell down when I was riding my bike. I skinned my knee and yelled, "Ow!" Tears started welling up in my eyes, and I wanted to cry. My face looked like this. I was definitely feeling sad and hurt.*

SAY: *That same day when I got home and checked the mail, I saw that I got a letter from a friend who lives far away. I was smiling as I opened up the letter. My friend wrote about something funny that happened to her, so I was laughing while I was reading. I was feeling happy and thankful.*

Following are situations you can use to model feelings:

- Cuddling with a cute puppy
- Scoring a goal or making a good pass in a soccer game
- Spilling juice all over your clothes
- Coming home to find that all of the furniture turned blue
- Trying something new for the first time, like riding a horse or on an airplane

As you give additional examples, invite children to help you identify and name the feelings one might have in each situation. Prompt them to point toward a face on the projectable that reflects one of the feelings that someone might have in the given situation. As children connect feelings with situations, explain that some people may have different feelings even though a situation is the same. For example, one person may feel worried or scared about trying something new. Another person may feel excited.

ASK: *How do you think you could tell how I was feeling?*

As children share the clues they used to identify different feelings, remind them that feelings can often be seen on people's faces.

3 PRACTICING 8 MINUTES

ACTIVITY 2

Explain the identifying and naming feelings activity

Tell children they will have the chance to practice identifying and naming feelings while you reread the poem "Let's Go Find a Dragon." Explain that they will describe the feelings they hear in the poem as a class and that they will work with a partner to find the picture of the face that represents those feelings.

Children practice identifying and naming feelings

Use a creative grouping strategy to organize children into pairs. Display **Discovering Projectable 2.6.1** again and distribute a printed copy of **Connecting Projectable 2.6.2** to each pair. Read the poem aloud. Remind children of the gestures as you read. Pause after each stanza to discuss the feelings that the characters might be experiencing. Encourage children to tell what feelings they experience while listening to the poem.

ASK: *How do you feel after listening to this part of the poem?*

Ask children to point to the faces on the projectable that represent the character's feelings and their own feelings. Then ask them to use their faces and bodies to show what the feelings look like.

After you finish rereading the poem, help children compare the feelings they identified on this reading with the feelings they identified during the Discovering activity.

ASK: *How do you think the feelings chart helped you identify the feelings created by the poem?*

Point out that children can use this chart and the words on it as a tool to identify and describe what they are feeling when their feelings get in the way of them participating in school.

Reflecting

Children use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What feelings do you and others sometimes feel?
So What?	What did you learn about feelings by listening to the poem?
Now What?	Why do you think it is helpful to be able to name and identify feelings?

4 APPLYING 5 MINUTES

Read aloud the story called “Sasha Sleeps Over” on the Applying page in the Student Journal. Encourage children to think about the feelings Sasha might be feeling. After you read the story, point out the circles under the story in the Student Journal. Ask children to draw two faces showing Sasha’s feelings in the circles. Invite volunteers to share the feelings they recorded with the class.

Begin the Family Connection take-home worksheet called **What’s My Feeling?** by asking a volunteer to help you demonstrate the game children will play at home with family members. Whisper a feeling word in the volunteer’s ear. The child will act out the feeling for the class. Children will try to guess what the feeling is. Send home the worksheet to be completed with family members.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Observe whether children are able to identify and name appropriate feelings for the “Let’s Go Find a Dragon” poem.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Use the Applying page in the Student Journals and the Family Connection take-home worksheets to assess whether children are able to identify and name feelings in different situations.

Reflecting Resource: Student Journal p. 19

2.6 Reflecting

WHAT? What feelings do you and others sometimes feel? Draw faces in the boxes to show the feelings. Write the names for the feelings on the lines.

LESSON 6 19

BUILDING SKILLS BEYOND THE LESSON

Picture It!

REINFORCEMENT

PRACTICING Have children pick a stanza and draw what is happening in the poem, complete with emotions on people’s faces.

Act It Out!

APPLYING Lead an activity in which small groups of children use finger puppets to act out the conversation between Sasha and her family members and friend about her feelings about sleeping over.

Distinguish Feelings!

ENRICHMENT

PRACTICING Guide children to reteach each other about how to distinguish closely related feelings, such as sad and hurt. Ask the “teachers” to give an example of each.

Write about It!

APPLYING Ask children to write about a time when they felt surprised. Guide them to create a picture poem in which they write words related to “surprised” in big circles creating wide-open, surprised eyes.