

So Many Emotions

The ability to name emotions and how different situations trigger them is an important skill that contributes to each individual's developing sense of self-awareness.

SEL COMPETENCY

Self-awareness

SKILL identifying emotions

MATERIALS

- ✓ Discovering Projectable 2.6.1
- ✓ Connecting Projectable 2.6.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet
- ✓ Inkpads
- ✓ Wet paper towels or baby wipes
- ✓ Index cards

CLASSROOM CONFIGURATION

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

OBJECTIVES

Students will

- ✓ identify and name emotions in a variety of situations.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.3.1.d

SKILLS Progression

← **LAST YEAR**, students identified relationships between feeling words and actions.

↓ **THIS YEAR**, students demonstrate the use of emotion vocabulary and identify situations that trigger certain emotions.

→ **NEXT YEAR**, students will describe a range of emotions in daily situations.

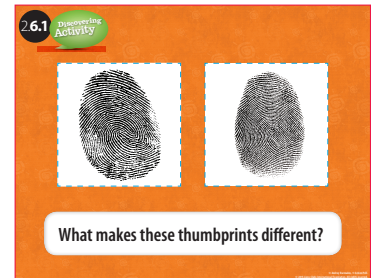
1 DISCOVERING

10 MINUTES



ACTIVITY 1

Use a creative grouping strategy to divide students into small groups. Distribute one inkpad per group. Ask students to open to the Practicing page in the Student Journal and make five or six thumbprints on the page. Tell them they will need to take turns with the inkpad given to their small group. Display **Discovering Projectable 2.6.1**. Read the question aloud and give students a few minutes to talk in small groups about the shapes of the thumbprints on the projectable and their own thumbprints. As students talk, collect the inkpads and distribute baby wipes or wet paper towels for students to clean up. After students have had a few minutes to discuss the differences in the thumbprints, ask the whole class the following question:



ASK: *In what ways do you think the thumbprints are different? In what ways do you think they are alike?*

Students may say that the thumbprints look alike at first glance, but when they look closely, they will see slightly different patterns that make each one different from the other. Acknowledge that thumbprints are as different as each and every person. Explain that thumbprints are as different as the emotions that people feel every day and the experiences that trigger those emotions. Point out that even though a group of people experience the same situation, each person may feel a different emotion in response. Tell students that today's lesson is about naming emotions in a variety of different situations.

2 CONNECTING

10 MINUTES

INSTRUCTION

Remind students that emotions can vary from person to person even in the same situation.

Introduce identifying and naming emotions

Display the A Variety of Emotions projectable (**Connecting Projectable 2.6.2**). Ask volunteers to read the words on the projectable aloud. Then ask students what the words have in common.

Acknowledge that the words represent different emotions. Explain that emotions and feelings are both names for the emotional and mental reactions people have to the world around them and that they will use both words interchangeably. Invite students to make facial expressions that represent the emotions on the projectable as you read the emotions aloud one at a time. Once you've read through all of the words and the whole class has had an opportunity to make a facial expression for all of the words, ask two or three volunteers to demonstrate



Community Connection

Explain to students that our emotions are often shown through our facial expressions and body language. Often times you can tell how someone is feeling without the person saying a word. Challenge students to watch a television program on mute and to guess the feelings. Encourage students to reflect on the experience. Ask students to write the name of the television program and the emotions they detected. Finally, ask students to answer the following questions: How did you determine what emotions each character was feeling? Imagine that you covered the television screen and only listened to the program. Do you think you could determine the characters' emotions with similar accuracy?

Family Connection

Encourage students to talk about emotions with a family member. Ask them to brainstorm a special family moment and then work with a family member to create a thumbprint drawing depicting that moment. Have them write a caption describing what they were doing and how they felt. Send home the Family Connection take-home worksheet called **Family Thumbprints**.

Applying Across the Curriculum

SCIENCE Explain to students that there are many naturally occurring things that are each unique. Explain that, just like thumbprints are unique to each person, each snowflake is also unique. Invite students to look for other examples in nature. Have students create a collage with pictures of unique items in nature. Include pictures of the students to celebrate diversity and individuality.

HEALTH Distribute three blank index cards to each student. Ask students to draw thumbprint faces depicting different emotions. Suggest that students draw two pictures per index card to allow enough space. Have students label each picture and display them on their desks to help identify feelings.

their facial expressions for the class. The volunteers should demonstrate a facial expression for the same word so that the class recognizes that each of them interprets the emotion slightly differently. Point this out to students if they don't notice it themselves. Have volunteers demonstrate facial expressions for at least three or four of the emotions.

ASK: *What situations do you think trigger these emotions?*

Ask volunteers to share situations that make them feel happy, sad, or nervous for example. After several volunteers have shared, point out that different people have different emotions in the same situations. If the volunteers have not mentioned the same situation for different emotions, provide an example of your own. For example, the same movie might make one person excited and another person frightened.

Model identifying and naming emotions

Model identifying and naming emotions by showing students a thumbprint drawing that you prepared before class. Explain to students how the face you've drawn on the thumbprint represents the emotion word you've chosen.

SAY: *I've drawn a face on my thumbprint that reflects the emotion word that I wrote below it. I chose the word happy, and I've drawn a big smiley face on my thumbprint. If I wanted to draw an angry face, I might draw zig zag lines for the mouth. If I wanted to draw a sad face, I could draw an upside down arc for a mouth.*

Then explain a situation that might trigger each of these emotions. Use the following as an example:

SAY: *Remember that different people may feel different emotions in different situations. For me, I would feel happy in a lot of situations. One could be meeting a friend for lunch and chatting for an hour or so. Another time I would be happy is when one of my kids tells me a cute joke. I would probably be angry if I were in a situation where someone lied to me. But depending on the circumstance, that situation might also make me feel sad.*

3 PRACTICING 15-20 MINUTES

ACTIVITY 2

Explain the Thumbprint Drawing activity

Remind students of the Discovering activity and the tiny differences in their thumbprints. Explain that they will now have an opportunity to bring their thumbprints to life using the emotion words they have learned.

Students practice identifying and naming emotions

Ask students to turn to the Practicing page in their Student Journals where they made their thumbprints during the Discovering activity. Tell students they will label their thumbprints with emotion words. Explain that they will use colored pencils to add faces to their thumbprints that represent the emotions they've labeled. When students have finished, have them form a circle to share one of their thumbprint drawings. If time allows, go around the circle a second time so that each student can share a second thumbprint drawing. As students share, invite them to explain how their drawing reflects the emotion that they have labeled and to identify a situation that might trigger that emotion.

Reflecting

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

What?	What does the word <i>emotions</i> mean?
So what?	What did you learn about emotions? Why do you think different people experience different emotions in different situations?
Now what?	Why do you think it is important to be able to identify and name emotions in yourself? In other people?

4 APPLYING 5 MINUTES

Ask students to turn to their neighbor and tell about a situation that triggered an emotion. Tell students they each have about one minute to share a situation. Then ask students to create “thumbprint” stories depicting the situations described by their partners. Explain that, this time, they will draw their thumbprints rather than using an inkpad. Tell students they will create their thumbprint stories on the Applying page in the Student Journal.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Refer to the thumbprint drawings to determine how well students can identify and name emotions.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Use the “thumbprint” stories to assess how well students understand the variety of situations that trigger emotions and what those emotions look like.

Reflecting Resource: Student Journal p. 26

Reflecting Reflect on what you've learned about identifying and naming emotions in this lesson.

What? What does the word *emotions* mean?

So What? What did you learn about emotions? Why do you think different people experience different emotions in different situations?

Now What? Why do you think it is important to be able to identify and name emotions in yourself? In other people?

26 Unit 2

Applying Resource: Student Journal p. 27

Applying Listen to a partner tell about a situation that triggered an emotion. Create a “thumbprint” story depicting the situation your partner experienced.

My partner's situation triggered this emotion: _____

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BUILDING SKILLS BEYOND THE LESSON

Analyze Situations!

REINFORCEMENT

PRACTICING Provide students with three or four sentences depicting various situations. Ask students to identify the emotion and draw a thumbprint picture depicting the emotion for each situation. For example, “Salvador scores the game’s winning touchdown. How do you think he feels?” or “Calliope worked for hours baking cupcakes but left them in too long and they burned. How do you think she feels?” Once completed, ask students to come up with a couple of their own situations.

Graph It!

APPLYING Ask students to think of a time when they overcame something. Have them “graph” their feelings throughout the situation, punctuating each shift with a thumbprint picture.

Describe It!

ENRICHMENT

PRACTICING Ask students to think of one situation and describe it from two different perspectives. Have them write the facts of the situation, and then identify the feelings of two different characters.

Write It!

APPLYING Ask partners to think of a situation and then have each partner write a short play or short story based on the scenario, each from a different perspective. Encourage students to label the two different perspectives and identify how these perspectives changed how the characters viewed the situation.