

# Naming My Feelings Throughout the Day

*Emotional literacy requires children to identify, understand, name, communicate, and manage their emotions. Children must be equipped with the vocabulary necessary to name and understand their feelings.*

## 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

## CLASSROOM CONFIGURATION

- 1 whole class 2 whole class
- 3 small groups 4 whole class

## OBJECTIVES

Children will

- ✓ identify and name different feelings they may have throughout the day;
- ✓ recall the vocabulary for feelings they learned in kindergarten and add more feeling words.

## ★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

### SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.1.2, SL.1.3

### SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS

- ✓ SL.1.4, SL.1.5, SL.1.6

## SKILLS Progression

**LAST YEAR**, children identified and named feelings they had at different times.

**THIS YEAR**, children recall feeling words from kindergarten and add new words to their feeling vocabulary.

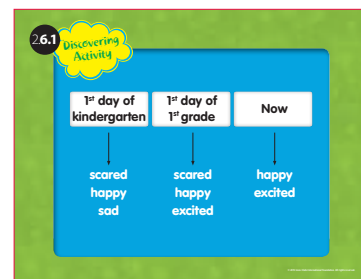
**NEXT YEAR**, children will identify relationships between feeling words and actions.

## 1 DISCOVERING 8 MINUTES

Lesson **Link**

ACTIVITY 1

Ask children to think back to their feelings on their first day of kindergarten. Have volunteers talk about the emotions they felt at that time. Then have volunteers share how they felt on the first day of school this year. Finally, have children discuss their feelings when they come to school each day now. Show **Discovering Projectable 2.6.1** to help spark the children's ideas about emotions as you talk about these three times in their lives.



**ASK:** *How did you feel on the first day of kindergarten? How did you feel on the first day of 1<sup>st</sup> grade? How do you feel when you come to school now?*

Allow volunteers to share their thoughts with the class. Tell children in this lesson they will learn more about naming their feelings.

## 2 CONNECTING 10 MINUTES

INSTRUCTION

Tell children that today they will first be reviewing some feeling words they've already learned. Then they will add more words to name feelings.

**ASK:** *What are some words you use to name your feelings?*

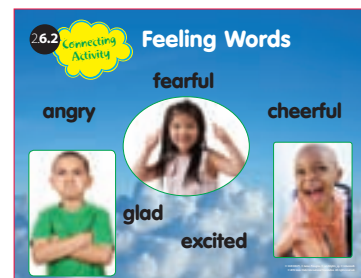
Allow volunteers to share their ideas with the class. Then provide a quick review of words that children learned last year to identify their feelings.

### Introduce feeling words

Tell children that knowing the words to name your feelings can help tell others about your feelings. Show the Feeling Words projectable (**Connecting Projectable 2.6.2**). Read the list of feeling words to the children. Ask them to think about what these words mean as you read them.

### Feeling Words

- angry
- fearful
- glad
- cheerful
- excited



## Community Connection

Have children walk through the hallways around school and ask other children and school members to pose for feeling photos. Then have them ask photo subjects to use their faces to show a certain emotion. Children then create labels for the photos and display these in the school hallways.

## Family Connection

Send home the Family Connection page **It's Emotional** and encourage children to watch a favorite television show or movie with their family members. As they watch, encourage families to think about the emotions being experienced by the characters in the show or movie. Afterward, invite families to talk about these emotions and how they were displayed by the characters.

## Applying Across the Curriculum

**HEALTH** Have children conduct research on the connections between exercise or physical health and emotions. Encourage children to use the library or Internet sources to learn about the positive effects of exercise on mood.

**PE** Have children perform a series of activities to discover how the activities affect their feelings. Begin with relaxing activities, such as stretching or yoga, and move to energizing activities, such as running or dance.

Note how each of the words connects to a previously taught word. Explain how words can have different shades of meaning, and talk about what makes these words just a little different from the others. For completely new words, explain what these words mean and times when they might be used. Offer volunteers a chance to add other feeling words to this list.

### Model using feeling words

Tell children that it is common to experience a range of emotions throughout the day. In the beginning of the day, a person might feel one way, but by the end of the day he or she could feel something completely different.

As you mention each feeling, pause and make a face to go along with it.

**SAY:** *This morning I felt very fearful, or scared, about a noise that awoke me. After I realized it was just the neighbor putting out the trash, I felt angry that I was awoken! Once I realized it wasn't the neighbor's fault and that I had extra time to enjoy myself before work, I felt glad and cheerful! When I got to school, I was ready for the exciting day ahead of me! Now, I'm eager to practice using feeling words with you!*

**ASK:** *In what situations might you use one of these feeling words?*

## **3** PRACTICING 15–20 MINUTES

### ACTIVITY 2

### Explain the Writing about Feelings activity

Tell children that, in small groups, they will use the words they've just learned along with the words they studied last year to write a story with simple illustrations about a child and his or her feelings throughout a day.

### Children practice identifying feelings

Use a creative grouping strategy to place children in small groups. Have the groups work together to outline and then write a story about a character who experiences the feelings they have discussed. Ask the children to use the Practicing page in the Student Journal to identify situations and feelings the character encounters at the beginning, middle, and end of the story. Tell them to use the following structure when telling and drawing the story:

- Beginning: Tell and show what happens first to the character and how he or she feels.
- Middle: Tell and show what happens next to the character and how he or she feels.
- End: Tell and show what happens last to the character and how he or she feels.

### Reflecting

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

<b>What?</b>	What are feeling words?
<b>So what?</b>	How do you think using feeling words can help you show exactly how you feel?
<b>Now what?</b>	In what situations do you think you might use feeling words?

## 4 APPLYING 5 MINUTES

Display the stories in the classroom. Then tell children you want them to watch the behaviors and listen to the words used by other children on the playground and in the cafeteria. Tell them to keep a log of what is happening when they use any of the feeling words the class has discussed. Have children use the Applying page in their Student Journal to log their observations.

## ASSESSING

**PRACTICING (INFORMAL FORMATIVE ASSESSMENT)** Check to ensure children are creating a coherent, organized chart of story events and that each event focuses on a feeling or emotion discussed in class. See how well children are showing the feelings of their characters and whether they are matching the correct face with the correct emotion.

**APPLYING (FORMAL FORMATIVE ASSESSMENT)** Check children's responses on the Applying page in the Student Journals to gauge their understanding of feeling words and observations of the use of these words by others.

## Reflecting Resource: Student Journal p. 25

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

**What?** What are feeling words?

**So What?** How do you think using feeling words can help you show exactly how you feel?

**Now What?** In what situations do you think you might use feeling words?

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## Applying Resource: Student Journal p. 26

**Applying** Observe students on the playground or in the cafeteria. When did you hear another student use one of the words we've discussed today? What was going on at the time? What kind of behavior was the student showing when he or she used the word?

Where and when you heard someone use one of the feeling words:

What was going on when the word was used:

What were the behaviors the student was showing when he or she used the word:

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## BUILDING SKILLS BEYOND THE LESSON

### Act It Out!

#### REINFORCEMENT

**PRACTICING** Have children use their faces and bodies to play a mimic game. One person (or the teacher) calls out a feeling from the list. Players use their faces and bodies to show a physical example of that emotion. For instance, fist pumping for cheerful, stomping foot for angry, trembling for fearful, etc.

### Make a Book!

**PRACTICING** Have groups work together to create feeling books based on their stories. The children can write each section of the story on a different page and include illustrations that depict the situation and the character's feelings.

### Make a Skit!

#### ENRICHMENT

**PRACTICING** Have children use their stories to create "A Day in the Life of..." skits. They should create scripts from their stories and then use these to perform skits for other classmates. Skits should follow the events of the story and should exhibit emotions felt by the character in the story.

### Observe!

**APPLYING** Have children work in small groups to analyze the data they collected from their observations of other children. Did more children report noticing positive feelings or difficult feelings? Where did most positive feelings occur? Difficult? What do these findings tell us about the way we notice others' feelings? Have children present their findings in an oral report to the class.