



# ME/EMOTIONS

## BIG IDEA

Children begin to appreciate themselves as unique individuals. Children recognize their own and others' physical features and emotions.

### Content objective(s):

The child will understand that it is important to let people know how he/she feels and why. The child will choose appropriate words that express feelings positively.

### Materials needed:

- ◆ Unit book: *The Grouchy Ladybug*, by Eric Carle

### Lesson vocabulary:

- ◆ tell—decir
- ◆ frown—fruncir el ceño
- ◆ frightened—asustado
- ◆ shake—temblar
- ◆ weepy—llorón

### Texas Prekindergarten Guidelines (Revised) domains addressed:

#### Social and Emotional Development:

I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.

#### Language and Communication:

II.B.1. Child is able to use language for different purposes.

#### Emergent Literacy, Reading:

III.D.1. Child retells or reenacts a story after it is read aloud.

#### Emergent Literacy, Writing:

IV.A.1. Child intentionally uses scribbles/writing to convey meaning. (extension)

IV.B.1. Child independently uses letters or symbols to make words or parts of words.

#### Fine Arts:

VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.

## Activities:

### 1. The home educator models and demonstrates for the parent.



Remind the parent and child that we've been learning about emotions. Ask,

*What are some emotions you remember?*

Ask the child to retrieve the emotions chart from Lesson 7 and take time to discuss with the child what emotions he/she has felt in the past few days. Also ask the child to compare which emotions were felt most and the least.

Read the unit book *The Grouchy Ladybug*, by Eric Carle. Discuss the ladybug's emotions and how the ladybug reacted (telling the friendly ladybug to go away, picking fights, flying away). After reading the story, connect the story to the child's previous experiences. Say,

*Do you remember that we talked about showing how you feel when you are angry? Show me what you do when you are angry. (Pause) Great! Just like there are ways your body and face show how you are feeling, your words can also tell someone how you are feeling.*

Introduce to the child and parent the concept of positive ways to express emotions. Connect to a real or made-up story about when you got angry when you were young. For example, say,

*When I was little my big brother sometimes made me very angry. He would tease me, wouldn't let me play with him, and hid my toys. When I felt angry, I would have a frown on my face—it looked like this. (Make an angry face.) Sometimes I would stomp around the room and slam the door. Sometimes doing those things did not help me feel better and my brother still kept doing the things that made me angry. So one day when I was very angry, I told my brother, "It makes me angry when you hide my toys. I don't like it and I want you to stop it!" When my brother heard how angry he made me feel he stopped hiding my toys.*

### 2. The parent works with the child.



Next, invite the parent to repeat the process. The parent should describe a time in which he/she was a child and reacted to something that made him/her feel scared. Ensure that the parent describes how he/she used words to handle the issue that made him/her feel scared.

For example, the parent might say,

*When I was little I was frightened or afraid of the dark. When I felt scared, my face looked like this. (Make a scared face.) Sometimes my body would shake. I would close my eyes and sometimes scream. But doing those things did not help me feel better or make me feel safe. So, I told my mom, "I feel scared when you turn off the light." When my mother heard that I was scared, she bought me a small light that stayed on all night.*

### 3. The child works with the parent's help.



Next the parent will help the child practice using words to express feelings. Ask,

 *Can you tell about a time you felt sad?*

After the child tells about feeling sad, say,

 *Show me what your face looked like and what your body did when you were feeling sad. **(Pause)** That's very good. I would know you were sad if I saw your mouth turned down and your eyes crying or weepy. What could you say to let people know that you were feeling sad?*

The parent should acknowledge the child's feelings, reassure the child he/she will be okay, and, if possible, do something to help the child feel better.

### 4. The child works independently as the parent and home educator watch for learning.

The child should be able to act out each emotion, name the emotion acted out, and be able to choose appropriate words that express his/her feelings positively. The child should understand that it is important to let people know how he/she feels and why.

### 5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

## Follow-up questions to deepen the child's thinking:



1. *What could you say to let people know that you're feeling happy or surprised?*
2. *What would you do if your brother or sister was doing something to make you angry?*
3. *What things make you angry? **(Pause)** What can you say when you're angry?*
4. *What things make you scared? **(Pause)** What can you say when you're scared?*

## Ways to extend the lesson concepts:



1. Reread the unit book, *The Grouchy Ladybug*, by Eric Carle. Recall the feelings of the ladybug and how it expressed its feelings. Ask the child to reenact how the ladybug expressed its anger. Ask how the problem in the story was solved. Ask what the child would have done differently.



2. Have the child draw and write about a time when he/she felt angry, scared, sad, happy, or surprised.

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## Modifications:

### If the lesson activity is too hard—

1. Provide extra support in identifying an event that made the child feel sad.
2. Provide more modeling of expressing feelings and asking for help.

### If the lesson activity is too easy—

1. Talk about degrees of emotions (e.g., annoyed, angry, furious; happy, overjoyed, ecstatic; etc.).
2. Ask the child how he/she might express other feelings, such as annoyed, bored, and excited.



# ME/EMOTIONS (LESSON 9)

## PARENT PAGE

### What we are learning:

Your child will understand that it is important to let people know how he/she feels and why. Your child will choose appropriate words that express feelings positively.

### Words to know:

- ◆ tell—decir
- ◆ frown—fruncir el ceño
- ◆ frightened—asustado
- ◆ shake—temblar
- ◆ weepy—llorón

### What to ask:

1. *What could you say to let people know that you're feeling happy or surprised?*
2. *What would you do if your brother or sister was doing something to make you angry?*
3. *What things make you angry? (Pause) What can you say when you're angry?*
4. *What things make you scared? (Pause) What can you say when you're scared?*

### What else to do:

1. Recall the book, *The Grouchy Ladybug*, by Eric Carle. Talk about the feelings of the ladybug and how it expressed its feelings. Ask your child to reenact how the ladybug expressed its anger. Ask how the problem in the story was solved. Ask your child what he/she would have done differently.
2. Have your child draw and write about a time when he/she felt angry, scared, sad, happy, or surprised.

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