



# 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 act out emotions and name body movements connected with them. The child will understand the connection between feelings and behavior and learn how to act out emotions in a positive way.

### Materials needed:

(None)

#### Lesson vocabulary:

- ◆ tantrum—berrinche
- ◆ slam—golpe
- ◆ stomp—pisotear
- ◆ angry—enojado
- ◆ other body movement terms that the parent and child name

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

##### Social and Emotional Development:

I.B.2.a. Child begins to understand difference and connection between feelings and behaviors.

##### Language and Communication:

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

II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

##### Fine Arts:

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

##### Physical Development:

IX.A.2. Child coordinates sequence of movements to perform tasks.

## Activities:

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



Remind the parent and child that we've been learning about emotions. Ask the child to retrieve the chart created during the last lesson. Review all the emotions on the chart. Then say,

*I see you have felt many emotions since the last time we were together. Can you make a face to show me which emotion you have felt the most? **(Pause)** Let's count them.*

Assist the child in counting and comparing the emotions. Have a discussion about which emotions were felt the most, the least, or not at all.

Help the child understand that we also use our bodies to help express emotions. Say,

*Did you know that not only your face, but also your body can help let other people know what emotions you are feeling? **(Pause)** That's right! Watch me. I remember when I was four years old and I was very happy when I got a new puppy. This is how I looked when I was very happy.*

Act out being happy (e.g., jumping, clapping, dancing, etc.). Then ask the child to describe what he/she saw. Pause for the response, then say,

*Did you see how I jumped up and down and clapped my hands? **(Pause)** If you see me doing that, you will know I am happy. Have you ever jumped around when you were happy? **(Pause)** Tell me about it.*

Ask the child to show you how he/she reacts when he/she is happy.

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



Next, invite the parent to repeat the process. The parent should act out a scenario in which he/she pretends to be a child and reacts to something that makes him/her angry. The parent should pretend to throw a tantrum. Ensure that the parent demonstrates and names (with assistance if necessary) the body movements (e.g., stomping feet, swinging arms, pretending to slam a door, etc.). Ask the child to tell how he/she might know if someone was feeling mad or angry. Have the parent describe what is acceptable behavior for expressing anger in their home. Ask the child to act out how he/she reacts when angry. Tell the child that it is okay for your body and your face to show emotions so that others will know how you are feeling and can help you.

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



Next the parent should provide some scenarios in which the child can act out other feelings (sad—slumped shoulders, tilted bowed head; happy—jumping around, waving hands,

dancing; and surprised—gasping, jumping back, hands to face). The parent should name the body actions and the emotion as the child is acting out the emotions (e.g., *Oh, I see you are dancing, waving your hands, and jumping around. You must be feeling happy!*)

The child should take a turn in naming emotions for the parent to act out. The child should provide feedback about the appropriateness of the parent's actions.

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

The child should be able to act out some emotions and name some of the movements. The child should understand the connection between feelings and behaviors.

#### 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 are some ways that you are allowed to express anger?*
2. *How would you know if your mom/dad were happy, angry, or surprised?*
3. *What other feelings do you know? (e.g., bored, annoyed, excited, etc.)*
4. *Is it a good thing to express your feelings with your body? (Pause) Why/why not?*

### Ways to extend the lesson concepts:



1. Act out an emotion. Ask the child to guess which emotion you are feeling and explain how he/she knows.



2. Sing the song, "If You're Happy and You Know It" (from Lesson 7) and replace some of the words/motions with the words and motions used from this lesson.



3. Visit the public library and check out a book about emotions, such as *Where the Wild Things Are*, by Maurice Sendak, or *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, by Judith Viorst. Read the book aloud to the child.

### Modifications:

If the lesson activity is too hard—

1. Concentrate on only one movement label for each emotion.

2. Ask the child to act out the same emotions as the home educator and parent during sections 1 and 2 of the lesson. Ask the child to describe what he/she saw and repeat the motion.
3. Concentrate only on the three emotions that are most familiar to the child.

**If the lesson activity is too easy—**

1. Ask the child to act out additional feelings he/she knows.
2. Talk about other ways to express or handle feelings (e.g., *What can you do to feel better when you are angry or sad?*).
3. Discuss the feelings of characters in books as they are being read to the child.



# ME/EMOTIONS (LESSON 8)

## PARENT PAGE

### What we are learning:

Your child will act out emotions and name body movements connected with them. Your child will understand the connection between feelings and behavior and learn how to act out emotions in a positive way.

### Words to know:

- ◆ tantrum—berrinche
- ◆ slam—golpe
- ◆ stomp—pisotear
- ◆ angry—enojado
- ◆ other body movement terms that the parent and child name

### What to ask:

1. *What are some ways that you are allowed to express anger?*
2. *How would you know if your mom/dad were happy, angry, or surprised?*
3. *What other feelings do you know? (e.g., bored, annoyed, excited, etc.)*
4. *Is it a good thing to express your feelings with your body? (Pause) Why/why not?*

### What else to do:

1. Act out an emotion. Ask your child to guess which emotion you are feeling and explain how he/she knows.
2. Sing the song, “If You’re Happy and You Know It” (from Lesson 7) and replace some of the words/motions with the words and motions used from this lesson.
3. Visit the public library and check out a book about emotions, such as *Where the Wild Things Are*, by Maurice Sendak, or *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, by Judith Viorst. Read the book aloud to your child.

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