



# 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 demonstrate awareness of his/her own and others' feelings by examining facial expressions or pictures showing different emotions, such as sad, happy, angry, surprised, and scared. The child will identify some causes of specific emotions.



### Materials needed:

- ◆ Emotions (Handout 1)
- ◆ Emotions chart (Handout 2)
- ◆ Mirror

### Lesson vocabulary:

- ◆ sad—triste
- ◆ happy—feliz
- ◆ scared—asustado
- ◆ angry—enojado
- ◆ surprised—sorprendido

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

#### Social and Emotional Development:

I.B.2.b. Child is aware of own feelings most of the time.

#### Language and Communication:

II.E.4. Child combines more than one idea using complex sentences.

#### Emergent Literacy, Reading:

III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

#### Science:

VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.

#### Technology:

X.A.3. Child operates voice/sound recorders and touch screens.

## Activities:

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



Introduce today's topic, saying,

*We've been learning about ourselves. Today we are going to talk about emotions. Emotions are the different feelings we have. Have you ever felt sad or happy? (Pause) Tell me about it. (Pause) Do you know what made you feel that way? (Pause) We can't always tell why we feel the way we do. Sometimes we just have those feelings and we do not know why.*

*When we feel sad or happy it shows in our faces. Can you show me how your face looks when you feel happy? (Pause) How about when you feel sad? (Pause) This is how my face looks when I am happy. (Show a happy face.) When I'm sad, my face looks like this. (Show a sad face.)*

*But there are other emotions that we feel sometimes. Can you think of other emotions or feelings you have had? (Pause) (If the child can't think of other feelings, prompt with questions, such as, Have you ever felt angry or scared?) Can you show me what your face looks like when you feel \_\_\_\_\_? (Pause) Do you remember what makes you feel that way? (Pause) I feel \_\_\_\_\_ when \_\_\_\_\_. This is how my face looks when I am feeling \_\_\_\_\_. (Use the faces from Handout 1 when you talk about different emotions.)*

*Did you notice that your face and my face kind of look the same when we feel sad or happy. (Use a mirror to compare faces.) Let's make a happy face.*

Demonstrate the face and talk about similarities (e.g., smile, squinted eyes, full cheeks, etc.). Provide examples of the things that make you feel happy. Help the child find similarities among the things that made him/her feel happy. Say something like this:

*I feel happy when all my family is around. I also feel happy when the sun is shining.*

When the child names things that make him/her happy, draw his/her attention to the things that are common (e.g., *Oh, we both feel happy when our families are around!*). Repeat the process with the emotion sad.

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



Have the parent demonstrate how his/her face looks when he/she has each of the feelings discussed (happy and sad). Ask the child to do the same facial expression as the parent and talk about similarities.

Then the parent should talk about some of the things that make him/her feel \_\_\_\_\_ (happy, sad, angry, surprised, scared, or excited). Have the parent show the child the face from Handout 1 and make the face as he/she talks about the emotion. The child can then do the same, make a face to express that emotion, then find similarities in the things that make them both feel \_\_\_\_\_. Repeat this with another emotion.



The parent should introduce the emotions chart (Handout 2) and ask the child to name the emotions on the chart. The parent should take a turn naming the emotions on the chart also. If the parent and child disagree on one of the emotions, they should talk about it until both of them agree. The home educator could provide a third opinion to help them resolve disagreements.

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



Play a game taking turns at guessing the emotion by looking at each other's face. Review all of the emotions.

The child will use the chart to help him/her identify any emotions he/she has felt that day. The child should name the emotion and explain what made him/her feel that way. Assist the child in making a checkmark under that emotion. Inform the parent and child that they should record the child's emotions every day for a month.

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

As the child completes the emotions chart, and at other times, he/she should be able to name the emotions and identify appropriate reasons for feeling those emotions. The child should independently be able to identify emotions (happy, sad, angry/mad) from the parent's facial expressions, and recognize that they have similar expressions for the same feelings. The child should also recognize that they share similar reasons for having those emotions.

### 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. *Which of those emotions do you like to feel?*
2. *Can you tell when your mom/dad is feeling happy or sad? **(Pause)** How? **(Pause)** How does that make you feel?*
3. *Tell me what things you do when you feel \_\_\_\_\_.*
4. *What makes you feel better when you feel sad or angry?*

## Ways to extend the lesson concepts:



1. Learn and sing the following song:

### If You're Happy and You Know It

If you're **happy** and you know it, clap your hands.

If you're **happy** and you know it, clap your hands.

If you're **happy** and you know it,

Then your face will surely show it,

(show the happy picture from Handout 1)

If you're **happy** and you know it, clap your hands.

If you're **angry** and you know it, stomp your feet.

If you're **angry** and you know it, stomp your feet

If you're **angry** and you know it,

Then your face will surely show it,

(show the angry picture from Handout 1)

If you're **angry** and you know it, stomp your feet.

If you're **sad** and you know it, say "Boo hoo."

If you're **sad** and you know it, say "Boo hoo."

If you're **sad** and you know it,

Then your face would surely show it,

(show the sad picture from Handout 1)

If you're **sad** and you know it, say "Boo hoo."

If you're **scared** and you know it, say "Ohhhh!"

If you're **scared** and you know it, say "Ohhhh!"

If you're **scared** and you know it,

Then your face would surely show it,

(show the scared picture from Handout 1)

If you're **scared** and you know it, say "Ohhhh!"

If you're **surprised** and you know it, say "Oh wow!"

If you're **surprised** and you know it, say "Oh wow!"

If you're **surprised** and you know it,

Then your face would surely show it,

(show the surprised picture from Handout 1)

If you're **surprised** and you know it, say "Oh wow!"



2. Have the child identify emotions of characters in stories you read together.



3. Visit the public library and check out books such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, by Judith Viorst; *Where the Wild Things Are*, by Maurice Sendak; *Happy Hippo, Angry Duck: A Book of Moods*, by Sandra Boynton; or *The Feelings Book*, by Todd Parr. Discuss the emotions or feelings of characters in the books.



4. Listen to a song on the radio, television, or other device that plays music. Have the child identify how the music makes him/her feel.

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## Modifications:

### If the lesson activity is too hard—

1. Point out the differences in the faces (e.g., in “happy” the mouth turns upwards at the corner and for “sad” the mouth turns downwards at the corner.)
2. Teach only one or two emotions at a time, instead of all five.
3. Demonstrate the emotion after talking about something that elicits that feeling (e.g, say, *I’m so happy. I really wanted a raspado (snowcone) and this is so good.*). Do this for other emotions.

### If the lesson activity is too easy—

1. Talk about things you can do to help you change your emotions.
2. Talk about how when you feel an emotion, sometimes other people feel that same emotion.

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happy



sad



angry



scared

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# ME/EMOTIONS (LESSON 7)

## PARENT PAGE

### What we are learning:

Your child will demonstrate awareness of his/her own and others' feelings by examining facial expressions or pictures showing different emotions, such as sad, happy, angry, surprised, and scared. Your child will identify some causes of specific emotions.

#### Words to know:

- ◆ sad—triste
- ◆ angry—enojado
- ◆ happy—feliz
- ◆ surprised—sorprendido
- ◆ scared—asustado



### What to ask:

1. Which of those emotions do you like to feel?
2. Can you tell when Mom/Dad is feeling happy or sad? **(Pause)** How? **(Pause)** How does that make you feel?
3. Tell me what things you do when you feel \_\_\_\_\_.
4. What makes you feel better when you feel sad or angry?

### What else to do:

1. Learn and sing the following song:
 

If you're **happy** and you know it, clap your hands.  
 If you're **happy** and you know it, clap your hands.  
 If you're **happy** and you know it,  
 Then your face will surely show it,  
 (show the happy picture)  
 If you're **happy** and you know it, clap your hands.

If you're **angry** and you know it, stomp your feet.

If you're **angry** and you know it, stomp your feet

If you're **angry** and you know it,

Then your face will surely show it,

(show the angry picture)

If you're **angry** and you know it, stomp your feet.

If you're **sad** and you know it, say "Boo hoo."

If you're **sad** and you know it, say "Boo hoo."

If you're **sad** and you know it,

Then your face would surely show it,

(show the sad picture)

If you're **sad** and you know it, say "Boo hoo."

If you're **scared** and you know it, say "Ohhhh!"

If you're **scared** and you know it, say "Ohhhh!"

If you're **scared** and you know it,

Then your face would surely show it,

(show the scared picture)

If you're **scared** and you know it, say "Ohhhh!"

If you're **surprised** and you know it, say "Oh wow!"

If you're **surprised** and you know it, say "Oh wow!"

If you're **surprised** and you know it,

Then your face would surely show it,

(show the surprised picture)

If you're **surprised** and you know it, say "Oh wow!"

2. Have your child identify emotions of characters in stories you read together.
3. Visit the public library and check out books such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, by Judith Viorst; *Where the Wild Things Are*, by Maurice Sendak; *Happy Hippo, Angry Duck: A Book of Moods*, by Sandra Boynton; or *The Feelings Book*, by Todd Parr. Discuss the emotions or feelings of characters in the books.
4. Listen to a song on the radio, television, or other device that plays music. Have your child identify how the music makes him/her feel.