

BOOK TITLE

**My Feelings**

TOPIC

**About Me**



**Essential  
Question**

What do some different emotions look like?



**Teaching Strategy**

This activity incorporates hands-on, active participation from both the teacher and students. The lesson also uses visuals to enhance teacher instruction.

**REQUIRED MATERIALS**

- **Facial Expression Cards**
- **Facial Expression Cards for Charades**

**LEARNING ACTIVITIES**



Class discussion about the book.



Matching facial expressions to emotions.



**Optional:** Game of charades.



Whole-class discussion and concluding questions.

**LEARNING CONNECTION**

This activity will reinforce the students' understanding of the different emotions introduced to them in the book *My Feelings*. The activity will help the students to identify these emotions in themselves and others.

**READING VOCABULARY**

*Happy, nervous, sad, angry, confused, surprised, excited, scared, embarrassed, frustrated, calm.*

**PRE-LESSON PREPARATION**

1. Cut out the cards from both **Facial Expression Cards for Charades** and **Facial Expression Cards**.

## LESSON PLAN: MY FEELINGS

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1. Say to the students:



**“In the book *My Feelings*, we learned about some of the different emotions we can all feel as human beings. Who can tell me the names of the emotions we read about in the book?”**

Answers: happy, nervous, sad, angry, confused, surprised, excited, scared, embarrassed, frustrated, and calm.

- ☛ Allow the students to answer the question and make a list of their answers on the board or chart paper.

2. If the students need help remembering, ask them the following prompting questions:



**“If someone is smiling and laughing, what might we say that person feels?”**

Answer: happy.

**“If someone is crying or frowning, how do you think that person feels?”**

Answer: sad.

**“If you see a person yelling or stomping his or her feet, how do you think he or she feels?”**

Answer: angry.

**“What about a person who shrugs his or her shoulders like this?”**

Answer: confused.

- ☛ Shrug your shoulders and make a confused face.

**“If I put my hands on my face and open my mouth, how do you think I feel?”**

Answer: surprised.

3. After you have made a list on the board or chart paper, say to the students:



**“Now we are going to play a little game. I am going to hold up pictures of faces. Each face has a different facial expression. I want you to see if you can match the facial expression to one of the emotions we listed.”**

4. Hold up the first card from the **Facial Expression Cards**. Ask the students what emotion the person in the picture is expressing. Say:



**“How do you think this person feels?”**

Answer will correspond to the picture shown.

## LESSON PLAN: MY FEELINGS

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5. Go through each of the pictures, asking the students the same question for each card. If the students are doing well at matching the pictures of facial expressions to the appropriate emotions, turn the activity into a game of charades.
6. **Optional:** To play charades, invite a volunteer to the front of the class. Give the student a card from the **Facial Expression Cards for Charades** deck. Without telling the rest of the class what the emotion is, ask the student to act out the emotion. The rest of the students have to try and guess the emotion written on the card.
7. Continue the game, allowing different students to act out the emotions.
8. When you have gone through all of the cards (either with you holding up the cards or after charades), ask the class the following concluding questions:



**“What are some things you can do if a friend is feeling sad?”**

Answers might include: tell him a joke, play a game with her, etc.

**“What would you do if you had a friend who was angry? How could you help him or her?”**

Answers might include: ask her why she is angry, comfort him, etc.

**“What are some things that make you happy?”**

Answers might include: playing games with my friends, reading books, dogs, etc.

**“What makes you confused?”**

Answers might include: certain school subjects, questions I don’t understand, etc.

**“Have you ever been surprised? Tell us about what made you surprised.”**

Answers might include: birthday gifts, something nice a friend or family member did, etc.

9. Finish the activity with the following statement:



**“We all feel different emotions. Sometimes we feel happy, other times we feel sad, and that is perfectly normal. If you are feeling sad or angry, remember you can always come to a teacher or another adult to talk about whatever is making you feel this way. It is okay to feel all types of emotions, but we always need to think about our actions. If we are angry, it is never okay to hit or hurt someone else.”**

**Note:** Make sure to emphasize to the students that it’s okay to feel angry or sad, but we should always control our actions so we don’t hurt others.