

Length of Lesson: 45 minutes
(can be adjusted by eliminating
* items)



Check out SC's Learning
and Literacy Profile of
the ready kindergartner

Objective/Brief Description: To
help identify and understand
emotions.

Materials Provided: Construction paper,
laminated pictures with different emotions,
plastic jars for sorting emotions

Materials from Home: crayons

INTRODUCTION

Before the lesson, The Instructor should decide on an area that will act as a "Stage" where students can perform. There should be an entrance area that goes onto the stage, and an exit area that goes off of the stage to "backstage"—these can be behind a curtain, shelving unit, couch, etc.

As students enter the space (Living room, library, classroom, etc.), give each student a crayon to be their "Magic Key." This is the "key to their imagination." The Instructor asks: "How do you feel today?" Have the students act out their emotions (happy, sad, mad, etc.) as they make their way onto the "stage," and have students sit in a circle.

After the students are in a circle, The Instructor introduces emotions. Get everyone to show happy, mad, and sad faces. The Instructor then asks the students for other suggestions of emotions they could act out.

The Instructor says: "We are going to play a game called 'Pass the Emotion.'" While in a circle, The Instructor makes an emotional face at the student on their right—Student #1. Student #1 copies the emotion, then changes it to a different emotion as they turn their head to the student on their right—Student #2. Student #2 copies the new emotion, and then changes the emotion as they turn their head to the student on their right—Student #3. This continues until all students have had a chance to copy and create an emotion.



INTRODUCTION CONTINUED

When completed, pass out the paper and crayons. The Instructor says: "Now, I want you to draw a picture that shows how you feel today." Let them know that "artistic skills" don't matter.

Have students create an "audience" in front of your chosen "stage." Students then take turns going "backstage" to get ready for a short presentation. For the presentation, each student enters onto the "stage," crosses to Center Stage (middle of the stage), says their name, and shares their picture. The Instructor should model an example for the students. When each student finishes, have them take a bow, exit to "backstage," and then sit back in the audience. Please have the audience applaud each student.

LET'S GET MOVING

The Instructor takes the provided laminated pictures that show different emotions, places them in different locations around the room, and plays music. The students should move around the space, showing an excited emotion. The Instructor periodically stops the music, and when they do, the students should freeze and show the emotion represented in the closest picture. When finished, The Instructor says: "Does anyone ever feel that they get their emotions all mixed up sometimes? I know I do, and I also know a monster who has this same problem."

TRANSITION

You are about to go to a pretend "library" to find your book. This can be anywhere in your "classroom space" where you are keeping the book and materials. The Instructor Says: "Let's go to the 'library,' and see if we can find a book about a monster who mixed up their emotions. Let's see if they can solve their problem." The Instructor and students pretend to be sad monsters as they go to the "Library."

READ THE STORY

After you have found the book, pretend to be happy monsters as you go back to your "stage." This time, The Instructor should be on the "stage" as the students sit in the "audience." The Instructor reads *The Color Monster*, by Anna Llenas, to the students, asking students story-related questions throughout. When the story is finished, The Instructor asks: "Have you ever had bad days or days you didn't understand how you felt?"



IDENTIFY THE PROBLEM AND HOW TO SOLVE IT

The Instructor says: "Let's sort our feelings like the Color Monster!" Set the provided jars by the laminated pictures of the emotions you used earlier. Give the students a piece of paper, and have them tear it into pieces like an angry monster. After that, The Instructor tells students to put one of their torn up pieces of paper into each emotion jar. As they do, they should act out the emotion on the laminated picture by the jar.

END OF CLASS

End the lesson with a dance party! As you are dancing, shout out different emotions for the students to show while dancing. The Instructor can do this using only one song, or The Instructor can change songs to match the tones of each suggested emotion—Slow song for sad, upbeat song for happy, rock song for angry, etc. At the end of the song, everyone takes a turn clapping as the audience, and then bowing as an actor. Clapping is a way for the audience to say, "Thank you for performing for us." Bowing is a way for the actors to say, "Thank you for watching us."

This could be extended by having the students bow in different ways, showing different emotions.



Thank you for taking a few minutes to fill out this brief survey!