Matching Emotions

Activity: Children will match a face and a scenario with an emotion.

Objective

Children will identify a range of emotions.

Targeted Standards

III. Social and Emotional Development
III. A. 1. Expresses, identifies, and responds to a range of emotions
http://www.floel.org/standardsresource/standards.html#d=III&a=four_year_olds

Materials Needed

The book, *On Monday When It Rained*
by Cherryl Kachenmeister

Camera for taking pictures

Printer to print pictures

Paper and pen to write scenarios

Scaffolding

- Model the emotions for the children as you label them.
- Provide mirrors for them to observe their facial features as they model the emotions.
- Challenge the children to think of other emotions and model them too.

Extensions

- Create a display using the pictures of the children modeling different emotions. Invite them to label the emotion and think of reasons the child might be feeling that way.

- Encourage them to choose a picture, label the emotion and discuss a time they felt that way.

- Provide a variety of books about emotions for the children to explore.

Checking for Understanding

Children will demonstrate understanding of the lesson by matching emotion words to pictures and scenarios and modeling different emotions.

FloridaVPK

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Procedures

1. Read the book, *On Monday When It Rained* by Cherryl Kachenmeister. Pause before turning each page and ask the children to guess how the child is feeling. Invite them to model that emotion while you bring attention to the child's facial features and body language (i.e., "The boy is standing straight and tall. He is smiling and his head is up...he's feeling proud.").

2. Take pictures of children in your class showing the following emotions: excited, frustrated, silly, scared, proud, disappointed, sad, and happy.

3. Create scenarios to match each emotion (i.e., "This child has been waiting all week for her birthday party and today is the day! She is feeling _____.").

4. Hold up a picture of an excited child and another picture. Ask the children to identify the picture that shows an excited child. How can they tell?

5. Repeat the process with other emotion pictures.

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