

# 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](http://www.floel.org/standardsresource/standards.html#d=III&a=four_year_olds)

## Scaffolding

- Model the emotions for the children as you label the emotions.
- Provide mirrors for the children 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 the children 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.

## Materials Needed

- Book about emotions
- Camera for taking pictures
- Printer to print pictures
- Paper and pen to write scenarios

## Checking for Understanding

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

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## Procedures

1. Read a book about emotions. 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.