

How Are You Feeling?



Sleepy



Sad



Angry

Suggested Group Size

Large Group (Read Aloud); Small Group (Art Activity)

Objective(s)

The children will identify and name several feelings/emotions.

Activity

Children decorate paper plates to create faces that show different feelings/emotions (e.g., happy, sad, mad, scared, excited, angry, silly).

Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **IV. Language, Communication, and Emergent Literacy**
 - **C. Vocabulary**
 - **C.1.** Shows an understanding of words and their meanings
 - **C.1.a.** Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs and adverbs).

Materials

- Popsicle sticks
- Small paper plates
- Markers or crayons
- Glue
- A variety of art materials (e.g., yarn, wiggly eyes, buttons, pom poms, dry pasta)
- Book: *How Are You Peeling?* by Saxton Freymann and Joost Elffers
 - Supplemental Book(s):
The Way I Feel by Janan Cain

Feelings to Share from A to Z
by Todd Snow
Lots of Feelings by Shelley Rotner
Feelings to Share by Todd and Peggy Snow
Glad Monster, Sad Monster by Anne Miranda
Fun Is a Feeling by Chara M. Curtis
Feelings by Aliki

Materials (continued)

*Alexander and the Terrible,
Horrible, No Good, Very Bad
Day* by Judith Viorst
*When Sophie Gets Angry...
Really, Really Angry* by Molly
Bang

*Today I Feel Silly: And Other
Moods That Make My Day* by
Jamie Lee Curtis

Procedures

Read Aloud (Whole Group)

1. Introduce the lesson by reading the book *How Are You Peeling?* by Saxton Freymann and Joost Elffers.
2. Discuss how everyone has feelings (e.g., happy, sad, mad, scared, excited, angry, silly).
3. Ask the children the following questions:
 - How do you feel when someone takes your favorite toy?
 - How do you feel when you receive a gift?

Art Activity (Small Group)

1. Have books available for the children to look through that clearly show a variety of different feelings.
2. Allow the children to decorate several faces (e.g., paper plates) that show the feelings of their choice.
3. When the children are finished creating their faces, ask them to name the feeling/emotion that is expressed on each face.

Adaptations

- Provide mirrors and ask the children to make a variety of faces (e.g., happy, sad, mad, scared, excited, angry, silly).
- Use verbal, visual, and physical cues to help children know what to do.

Extensions

- Children can play with their feeling faces during center time.
- Add books about feelings to the classroom centers (e.g., reading corner, dramatic play).

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- identifying and naming several feelings/emotions (e.g., happy, sad, mad, scared, excited, angry, silly).

Related Standards for Four-Year-Olds

- **III. Social and Emotional Development**
 - **A. Self-Regulation**
 - **A.b. Life/Adaptive**
 - **A.b.1.** Follows rules, agreements, and familiar routines with teacher support
- **IV. Language, Communication, and Emergent Literacy**
 - **F. Emergent Reading**
 - **F.1.** Shows motivation for reading
 - **F.1.a.** Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).
- **V. Cognitive Development and General Knowledge**
 - **C. Social Studies**
 - **C.a. Individual Development and Identity**
 - **C.a.1.** Begins to recognize and appreciate similarities and difference in people



Confused



Exhausted/tired



Surprised



Afraid/scared