

# Emotions Matter - Recognizing and Labeling Emotions

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Grade Level: 1st Grade

Subject: Social Emotional Learning

CT Concept: Abstraction

## STANDARDS

- Self-Regulation
- Social Belonging/Positive Relationships

## LESSON OBJECTIVES / LEARNING TARGETS

- I can recognize, understand, and label emotions I experience and emotions I observe in others.
- "I feel \_\_\_\_\_, because\_\_\_\_\_."

## MATERIALS / CURRICULUM

- Photo cards/books with people/characters expressing a variety of emotions (happy, sad, angry, calm).
- Chart paper/marker-for teacher
- Writing Journals-1 for each student
- Pencils, crayons, markers-for each student

## VOCABULARY

- Abstraction, abstract
- Emotions, feelings, and associated words:
  - Happy, sad, angry, calm, excited, tense, etc.
- Thoughts, brains, bodies

## LESSON DESCRIPTION

### Opening:

- Show students a variety of photos and ask them to describe how the person in the photo or picture is feeling. Explain that we are using abstraction when we look for key details to help us understand how someone is feeling. This can help us communicate and even problem solve a situation. Extend by asking if there has been a time they felt the same way as the person in the photos.
- "In today's lesson we will use abstraction to talk about feelings and emotions. We will look for key details that will give us important information about how we ourselves, or someone else is feeling through observing facial expressions and body movements.
- Introduce objectives and language frames.
- Discuss the word emotion and have students talk at their table groups, what does the word emotion

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mean?

- Have groups share out, record and synthesize a definition for emotion (include an understanding that emotions are reactions in our minds and bodies to things or thoughts that happen to us).

## Activity/Assessment:

- Explain that when we have emotions, we can feel them in our brains and in our bodies. “Depending on our emotions, our thoughts change and our body’s feelings change. Today, we’re going to talk about some of the thoughts and feelings we have in our bodies when we experience different emotions.”
- Show students the blank chart and explain that we will complete the chart together by listing the thoughts and body feelings that happen when they experience four different emotions: happy, sad, angry, calm.
- After completing the chart as a whole group, ask students to think of a time they felt an emotion and decompose the situation in order to abstract what caused them to feel that way. In their writing journals, ask students to draw a picture and write a sentence about that time. Review the sentence frames to help in writing.
- As students draw and write, check in with them individually and ask them to describe their thinking.

## Closing:

- Ask if any students would like to volunteer to share their work. If students share an unpleasant feeling they experienced, ask what strategies or problem solving skills they used or could have used to shift their mood.
- Return to the whole group chart and review the emotions discussed earlier. Ask students, if they feel comfortable doing so, to act out what their bodies may look and feel like when experiencing a particular emotion.
- Finish with a calming breathing technique (breathing ball, hills and valleys, smell the hot chocolate, cool it off, etc).

## ASSESSMENT PLAN

- Have students think of a time they felt an emotion discussed in the whole group chart, or think about how they are feeling in the moment.
- Ask them to draw a picture and write a sentence using an emotion word that expresses what their mind was thinking and how their body was feeling in that moment.
- Ask students to verbally explain their picture and sentence that describes their experience using the language frames: I feel/felt\_\_\_\_, I am/was thinking\_\_\_\_, I am/was feeling\_\_\_\_\_.
- Individually show students photo cards from the beginning of the lesson. Ask them to give as many emotion words as they can to describe how the child in the photo is feeling. Also ask them what they can abstract from the photo that tells them the child is feeling that way (eyes are looking downward, smiling, eyebrows point down...).

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## HOW WAS EQUITY CONSIDERED IN YOUR LESSON?

- The lesson will be taught in English, but important vocabulary and instructions will be 'bridged' into Spanish.
- Use of movement, gestures, visuals, role play, and opportunities for discussion (ELD and SIOP strategies).
- Students will be able to choose to write their sentence in either Spanish or English.
- Teacher will assist with writing as needed.
- Knowing that it can be difficult for some students to discuss emotions and that discussion may evoke unpleasant feelings, especially for fire victim students, we will review expectations of being respectful to those experiencing strong emotions and how to be an active listener.