

Me, My Friends, My Community: Songs About Emotions Series

Grade Level: K – 5

Content Areas: Health, Language Arts, Social Studies, Music and Art

Time Frame: 45 minutes

MATERIALS

White paper plates for class

Markers

Paper and pencil for each student

Chalk or whiteboard space

Backpack with *Me, My Friends, My Community: Songs About Emotions Series*, face plates and two personal items

OBJECTIVES

Students will:

- Develop an ability to read other people's emotions
- Develop the ability to identify and to express one's own feelings or emotions.
- Receive permission to have a wide range of feelings.
- Build a vocabulary of words for naming feelings.

VOCABULARY:

Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

Feelings - An emotional state or reaction

Emotions - A strong feeling

Emotional - Showing emotion

Expressing - Said or given in a clear way

Communicating - To get someone to understand your thoughts or feelings

Managing - To have control of

Identifying - To know and say who someone is or what something is

FREE SONG

Click [here](#) to download or stream the *Me, My Friends, My Community: Songs About Emotions* songs.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.

PROCEDURES/ACTIVITIES

Preparation:

Create the face plates for you. [Teaching Toddlers Emotions](#) has a great way to make the face plates depicting different emotions or feelings. We suggest starting with happy, mad, scared, and sad.

Pack your backpack. Put *Me, My Friends, My Community: Songs About Emotions Series*, the face plates, and your personal items in the pack

Lesson Procedure:

1. This lesson plan is to help students to identify their emotions and their feelings about having those emotions. Start by showing the backpack and say: "I brought my backpack today. Can you guess what's in it?"
2. Take out *Me, My Friends, My Community: Songs About Emotions Series* to read and discuss.
3. Tell students that you also brought other things in your backpack that are special to you. Pull out something special, like a treasured gift. Have students close their eyes and imagine themselves holding something special to you. Ask students to think about what feelings they get holding the treasured gift. Now tell students to think about how they would feel if they lost it. Have students open their eyes and ask them if they noticed how quickly their feelings changed. Tell them everyone has many different feelings in a day.
4. Next tell students that they are going to learn more about identifying and expressing different feelings. Pull one plate at a time out of your backpack. Ask students to identify the feelings on the plates.
5. Give each student a white plate on which to draw a feeling face. On the back of the plate, have the student write, "I feel ___ when ...".
6. Next have invite students to act out their feelings. One person at a time will stand up with their plate and then silently act it out. The rest of the class should try to guess the feeling being acted out.
7. As students share ask them if they have felt these feelings at some time? Also, ask if they find some feelings are harder to have? Explain that is normal to have these feelings and that everyone does.

Music and Art Extension

Have students show, not tell, their emotions while responding to surroundings and events.

To focus on emotions, write down a list by asking for suggestions from your class. For each emotion have the students suggest situations that make them feel that emotion. For example, A person might feel angry if their best friend lied to them. Do this for all of the emotions.

Divide the students into pairs. Each pair receives or picks one of the emotions and a situation. Give them a few minutes to confer and rehearse a pantomime with each other. Bring the class back together and each pair can perform a pantomime that displays the emotion.

Standards:

CCSS.ELA-LITERACY.SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Language Extension

Have students create illustrated books about feelings. Have students draw a different set of faces, illustrate a scene, or find a picture in a magazine for each feeling.

Write two sentences under the face:

"I feel _____ when _____."

"When I feel this way, it helps to _____."

Technology Extension

Have students play the [The Feelings Game](#). It will help them to learn about different faces that show different emotions.

