



Self-Awareness

ABOUT MORNINGSIDE CENTER

Morningside Center for Teaching Social Responsibility's evidence-validated programs engage young people in learning essential social and emotional skills and help educators build productive and respectful schools. The 4Rs Program combines superior children's books with engaging SEL activities that explore community, feelings, relationships, conflict, and problem-solving, adding depth to literacy instruction.

Applied Learning, Naming the Feelings

By: The 4Rs



Applied Learning: Naming Feelings

Note to the teacher:

Naming Feelings is an excerpt from The 4Rs™ [Reading, Writing, Respect & Resolution] *Teaching Guide for Grade 1*, Unit 2, Understanding & Dealing with Feelings, pp17-18.

This is one of three skills lessons that examine feelings in this unit. The entire unit is based on *Chrysanthemum* by Kevin Henkes.

Time: 30 minutes

Materials: agenda; poster board or chart paper and markers for chart of Feelings Words; drawing materials

Objectives

Students will

- recall words from the story that name feelings;
- share other “feelings words” they know and explain what they mean;
- draw pictures expressing strong feelings they’ve had.

Materials Needed

- agenda on chart paper or the chalkboard
- sturdy poster board or chart paper for making the Chart of Feelings Words
- drawing paper and markers or crayons

Gathering: A Time I Felt Happy

Give the students a chance to talk for a minute or two in pairs about a time they felt happy. Then give several volunteers a chance to share with the group.

Check agenda

Go over the objectives and the agenda.



Applied Learning: Naming Feelings

Chart of Feelings Words

Write “Feelings Words” at the top of the poster board or chart paper.

- Ask the children to recall words from the story that name feelings; as a child contributes a word, write it on the chart. If they leave any out, read the page of the story that contains the word, pausing before you read the word to see if they can remember it now that they’re hearing the context. In this way, add the rest of the feelings words from the story to the chart.
- Ask the children to share other feelings words they know; add them to the chart.
- Keep the chart up throughout the year, and add to it as new feelings words are encountered, either in reading or in speech.

Drawing and Writing

Ask each child to pick a feeling and draw a picture of a time s/he felt that way. Once their drawings are done, ask them to write some words or a sentence to go with the drawing. Invented spelling is fine.

Evaluation

What’s a new word you learned today that has to do with feelings?

Closing: Song

Teach the children the song “If You’re Happy and You Know It.”
The words are on the next page.



Applied Learning: Naming Feelings

If You're Happy and You Know It

If you're happy and you know it, clap your hands.

If you're happy and you know it, clap your hands.

If you're happy and you know it, and you really want to show it,

If you're happy and you know it, clap your hands.

If you're sad and you know it, say boo-hoo.

If you're sad and you know it, say boo-hoo.

If you're sad and you know it, and you really want to show it,

If you're sad and you know it, say boo-hoo.

If you're angry and you know it, stamp your feet... [and so on]

You can add more verses of your own or of the children's choosing.

The 4Rs™ Program combines superior children's books with engaging SEL activities that explore community, feelings, relationships, conflict, problem-solving and diversity, and adds depth to literacy instruction.