

Grade: TK		Subject: Socio-Emotional Unit	Theme: Feelings
<b>Essential Question:</b>  How do I respond to all my different feelings?	<b>Resources:</b> <ul style="list-style-type: none"><li>Visual prompts (photos, drawings, or icons) of each of the following: happy, sad, mad, scared. [Online resource: <a href="http://csefel.vanderbilt.edu/modulesarchive/module2/handouts/5.pdf">http://csefel.vanderbilt.edu/modulesarchive/module2/handouts/5.pdf</a>]</li><li>“Feelings check-in” chart with columns for students to indicate their daily feelings: happy, sad, mad, scared. Each feeling is illustrated with a visual prompt.</li><li>Visual prompts (photos, drawings, or icons) of each of the following:<ul style="list-style-type: none"><li>What to do when I feel sad: (a) Talk to an adult. (b) It’s okay to cry. (c) Draw a happy picture.</li><li>What to do when I feel mad: (a) Talk to an adult. (b) Practice deep breathing. (c) Count to 10.</li><li>Deep breathing: (1) Smell a flower. (2) Blow out a candle.</li><li>What to do when I feel scared: (a) Talk to an adult. (b) Go to a safe place. (c) Sing a song.</li></ul></li><li>Copies of a booklet for each student, entitled “My Feelings.” Sentence frames may include the following statements, one per page. Leave an empty space above each statement for students to draw a picture of their face to correspond with each feeling.<ul style="list-style-type: none"><li>I feel happy when (fill in the blank).</li><li>I feel sad when (fill in the blank).</li><li>I feel mad when (fill in the blank).</li><li>I feel scared when (fill in the blank).</li></ul></li><li><u>Today I Feel Silly &amp; Other Moods that Make My Day</u> (Curtis)</li><li><u>Glad Monster, Sad Monster</u> (Emberley &amp; Miranda)</li><li><u>When Sophie Gets Angry – Really, Really Angry</u> (Bang)</li><li><u>I’m Not Going Out There!</u> (Bright)</li><li>Feelings song (i.e. “The Feelings Song” by Second Step) [Online resource: <a href="http://www.secondstep.org/Portals/0/K/Lesson_Materials/Songs/The_Feelings_Song.pdf">http://www.secondstep.org/Portals/0/K/Lesson_Materials/Songs/The_Feelings_Song.pdf</a>]</li></ul>	<b>Integration of Catholic Values:</b>  Golden Rule- Treat others <u>as you would treat yourself</u> .  Catholic Social Teaching- Dignity of the Human Person	
<b>Enduring Understanding:</b> <ol style="list-style-type: none"><li>It is okay to have feelings.</li><li>It is okay to feel happy, sad, mad, and scared.</li><li>We need to check in with our feelings.</li><li>It is important to calm down and take deep breaths when we need to.</li><li>It can help make you feel better by talking to an adult about how you feel.</li><li>Sometimes we have the same feelings as others.</li><li>Sometimes we have feelings that are different from others.</li></ol>		<b>SLE(s):</b>  ***Please refer to your school SLEs.***	

**Standards:**

SE-1b Identify different feelings

SE-1c Use words to describe own feelings

SE-2b Compare and contrast their feelings with those of others.

Concepts:	Skills:	Social-Emotional Development Connection:
<p>SE-1b</p> <ul style="list-style-type: none"><li>• happy</li><li>• sad</li><li>• mad</li><li>• angry</li><li>• scared</li><li>• nervous</li></ul> <p>SE-1c</p> <ul style="list-style-type: none"><li>• feel</li><li>• feelings “check in”</li><li>• adult</li><li>• calm down</li><li>• deep breathing</li><li>• safe place</li></ul> <p>SE-2b</p> <ul style="list-style-type: none"><li>• same</li><li>• different</li></ul>	<p>SE-1b</p> <ul style="list-style-type: none"><li>• With a visual prompt, students will identify different feelings.</li></ul> <p>SE-1c</p> <ul style="list-style-type: none"><li>• With the help of the whole group, students will use words to describe feeling happy.</li><li>• With the help of the whole group, students will use words to describe feeling sad.</li><li>• With a visual prompt, students will explain what to do when they feel sad: (a) Talk to an adult. (b) It’s okay to cry. (c) Draw a happy picture.</li><li>• With the help of the whole group, students will use words to describe feeling mad.</li><li>• With a visual prompt, students will explain what to do when they feel mad: (a) Talk to an adult. (b) Practice deep breathing. (c) Count to 10.</li><li>• With a visual prompt, students will demonstrate deep breathing: (1) Smell a flower. (2) Blow out a candle.</li><li>• With the help of the whole group, students will use words to describe feeling scared.</li><li>• With a visual prompt, students will explain what to do when they feel scared: (a) Talk to an adult. (b) Go to a safe place. (c) Sing a song.</li></ul> <p>SE-2b</p> <ul style="list-style-type: none"><li>• With a visual prompt, students will complete a “feelings check-in.”</li><li>• Students will explain how their feelings are the same as and different from others.</li></ul>	<p>See standards.</p>

**Summative Assessment:**

**One-on-one oral assessment**

- Students will orally identify (name) and describe visual prompts of feelings placed in front of them. The feelings include: happy, sad, mad, scared. (SE-1b)
- Students will use words to describe their own feelings, using their individual booklet “My Feelings.” The teacher begins by reading the sentence prompt with student’s response on the first page: “I feel happy when (student’s response).” The teacher asks, “Why did this make you feel happy? What do you do when you are happy?” The teacher provides the following visual prompts for students’ reference, as needed: *What to do when I feel sad; What to do when I feel mad; Deep breathing; What to do when I feel scared.* Teacher repeats the assessment for the remaining pages. The feelings include: happy, sad, mad, scared. (SE-1c)
- Students will compare and contrast their feelings with others, using the “feelings check-in” chart. The teacher begins by asking, “What feeling did you choose for today’s feelings check-in?” The teacher asks, “How is this feeling the same as others?” The student identifies two or three peers who chose the same feeling as he/she did. The teacher asks, “How is this feeling different from others?” The student identifies two or three peers who chose a different feeling from him/her. The feelings include: happy, sad, mad, scared. (SE-2b)

**Instructional Sequence**

Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
0 With a visual prompt, students will identify different feelings. With the help of the whole group, students will use words to describe feeling happy.	0 With the help of the whole group, students will use words to describe feeling sad. With a visual prompt, students will explain what to do when they feel sad.	0 With the help of the whole group, students will use words to describe feeling mad. With a visual prompt, students will explain what to do when they feel mad. With a visual prompt, students will demonstrate deep breathing.	0 With the help of the whole group, students will use words to describe feeling scared. With a visual prompt, students will explain what to do when they feel scared.	0 With a visual prompt, students will complete a “feelings check-in.” With the help of the whole group, students will explain how their feelings are the same as and different from others.