

LESSON

3

Feelings & Behavior Unit Kindergarten • Ages 5-7

TIME FRAME

Preparation: 10 minutes
Instruction: 20-40 minutes

MATERIALS

Materials dependent on project, could include: Construction paper in a variety of light colors, so students can see their writing and drawing, glue, colored pencils, markers, crayons, yarn, 3-hole punch, magazines

[Kindness Concept Posters:](#)
Self-Care, Self-Discipline.

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.W.K.2, 8; CCSS.ELA-Literacy.SL.K.2, 3, 4, 5, 6; CCSS.ELA-Literacy.L.K.1, 2, 5, 6
Colorado: Comprehensive Health S.3, GLE.2, EO.c; Reading, Writing and Communicating S.1, GLE.1, EO.c,i,j; S.1, GLE.2, EO.a, c-e; Drama and Theatre Arts S.1, GLE.1, EO.a; S.2, GLE.1, EO.a,b

[Learning standards key](#)

Feelings Book

Students will share their feelings and the actions associated with those feelings with their peers.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding. Review list of emotions.

FEELINGS AND EMOTIONS How we feel in our body and our heart when something is happening around us.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Writing at their developmental level; offer blank pages, pages with lines, pages with sentence frames. See printable sheet on p. 8 for an example.
- Reviewing the feelings sheet as a group; make small copies for students to have at their desks.
- Playing a Feelings and Action matching game with the faces and actions cut from a magazine.
- Having a partner with whom they can discuss their feelings and actions.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Share (3 mins)

Last class we talked about our **feelings** and tried to name them all. Turn to your partner and tell them any **feelings** you had today.

Inspire (5 mins)

Feelings Picture

*Note: The **feelings** book can be done in a variety of ways:*

- Have students write about or draw an **feeling** they felt today and how they acted when they felt that way.
- Have students create a page and make a class book from the pages.
- Some students might need pictures of actions cut from magazines; make sure to find a variety of pictures, including pictures of animals.

Explain how you plan to do this activity, from the options above. *I want you to choose just one way that you felt today. On a piece of paper I want you to draw a picture of that one **feeling** or you can cut out one of the cartoon images. Then, I want you to write or draw what happens when you **feel** that way. So, if you are happy, what is one thing you might do? You can write, "When I'm happy, I...."*

Empower (10 mins)

Feelings Book (5 mins)

Allow students to choose construction paper, some materials and a copy of a cartoon face with a **feeling** if they don't want to draw their own. Then have them work on the page, encouraging them to use conventions of standard English grammar and usage, including upper and lowercase letters, appropriate pencil grip, complete sentences, proper spacing between words, etc.

Have students share their page with the class. You could laminate the pages after the students finish and create a class book.

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Question

- How do we act differently when we have different **feelings**?

Reflection Questions

- Is there anything we could do to change how someone else is **feeling**? If they are sad, can we make them happy?

Summary

Today we made a book that explores how we all have different **feelings** everyday. It's fun to look at how people's **feelings** and what makes them **feel** that way is the same and different. It helps us to know if people need some extra kindness in their day.



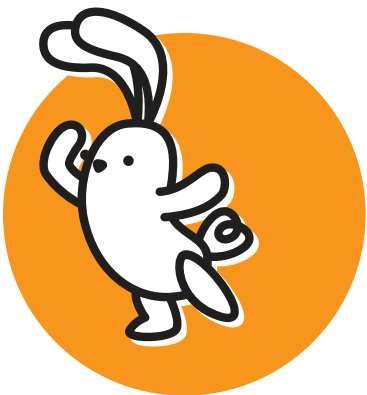
Act (2 mins)

Kindness Minute

Make a tiny picture that will make someone happy. Give it to them later today.

Kindness in Action

Complete the home extension activity.



Home Extension Activity

Background









As part of the Random Acts of Kindness program, your student has been learning to identify their feelings. Ask your student what he or she has learned about their own feelings and how that can impact how they act. For one day, have your student keep track of how he or she is feeling. The students did this activity in school. Have your student decide which feeling he or she had at that time of the day. Then write (or have your student write) in the box how they acted when they felt that way. You could make copies and have others in your household complete the activity sheet and then discuss.

Vocabulary Words

SELF-CARE Taking care of yourself through kind words, actions and thoughts.

SELF-DISCIPLINE Controlling what you do or say so you don't hurt yourself or others.

Directions: Put an X in the box that shows the feeling you had at different times of the day.

	 HAPPY	 EXCITED	 EMBARRASSED	 SAD	 CONFUSED	 MAD	 LAUGHING	 SCARED
MORNING								
RECESS								
LUNCH								
AFTER LUNCH								
AFTERNOON								