

MAKING FACES

Recognize and Describe Emotions

This book explores five essential emotions with simple text and photos of real children showing each emotion.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

REGULATE



Children will:

- ◆ Express a wide range of emotions
- ◆ Show understanding of others' emotions by labeling them, asking questions, or responding in appropriate non-verbal ways.

Teachers will:

- ◆ Label emotions

TEACHING TIP

Young children express a wide range of emotions. And at times, these emotions are strong and overwhelming. Sharing books that introduce a variety of emotions is one way to support young children to understand different emotions and effectively communicate their own feelings through words and actions. By labeling and describing emotions, we help young children develop an awareness of their emotions while linking their feelings with language – an important building block for managing their feelings.

1. INTRODUCE

- ◆ “This book is called *Making Faces*. We can move our faces to show others how we feel. Look at these faces (*point*). I think these children feel surprised, silly, and happy (*point and mimic each face*). Let’s look at some other faces and talk about how the children feel.”

2. READ THE BOOK

- ◆ Pause occasionally to describe the facial features/expressions that show each emotion and connect the emotion with the children’s lives. Encourage children to mimic the faces as you read.

Label Emotions

Read: “Look at the HAPPY baby.”

Label: “This baby feels happy. I see this baby’s eyes are open and their mouth is smiling. You’re smiling right now too. You must feel happy that we’re reading this book together.”

Read: “Look at the ANGRY baby.”

Label: “Angry means that you are not happy. This baby’s eyes are closed, their mouth is open, and they are crying. Sometimes we feel angry and that’s okay.”

Read: “Look at the SILLY baby.”

Label: “When we feel silly, we smile and laugh. I feel silly when we sing funny songs together or when we make funny faces in the mirror. Can you show me your silly face?”

3. REVIEW

- ◆ “(*Smile*) Look at my face now – how do I feel? I feel happy because we shared this book together. We all have feelings, and we can show others how we feel with our faces.”

4. KEEP IT GOING

- ◆ Introduce a Feelings Chart and use it as part of your regular routine. Incorporate photos of real faces to make emotions relatable and more concrete for children. Use the Feelings Chart to check in with children as they arrive each morning, while reading books to help children connect characters’ emotions with their own, or as a visual cue while singing songs about emotions (e.g., “If You’re Happy and You Know It”). Pair the Feelings Chart with a mirror to encourage children to examine their own faces while expressing different emotions.