

## Helping Children Recognize and Describe Emotions

This book features different ways people can feel and act in the same situation. It also shows how a simple act of kindness can change how someone is feeling.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### REGULATE



#### Children will:

- ◆ Notice when others exhibit strong emotions
- ◆ Use words to describe feelings of self and others

#### Teachers will:

- ◆ Label Emotions
- ◆ Prompt Children to Consider “Why” Someone May be Feeling a Certain Way

### TEACHING TIP

Children’s ability to regulate and manage their emotions grows as their knowledge and understanding about emotions grow. When adults talk about what feelings are and why they might happen, it can help children express their emotions. Adults can do this by labeling and describing various emotions (e.g., “They’re frustrated. Their mouth and eyes are turned down and their shoulders are slumped.”). Adults can also encourage children to think about reasons why someone may be feeling a certain way and how best to handle those feelings appropriately (e.g., “Even though they’re really trying, it’s still hard for them and that’s frustrating. They’re going to take a break and then try again with their friend’s help.”).

### 1. INTRODUCE

- ◆ “We all have feelings – like happy, sad, grumpy, excited, and bored. But we all might not feel the same way at the same time even if we’re doing the same thing! In this book, *Rain!*, we’ll see how two people feel different about the day that they’re having. And how their feelings change!”

### 2. READ THE BOOK

- ◆ Pause occasionally to label and describe the character’s emotions.
- ◆ Acknowledge reasons that children provide for how and why they know a character feels a certain way.

### Label Emotions and Consider “Why” They Feel That Emotion

**Read:** “Nasty galoshes...”

**Label:** “The man is grumpy. His eyebrows point down and are scrunched together. His lips are turned down. The boy is excited. He’s smiling and putting on his clothes quickly.”

**Consider:** “The man is grumpy because he has to put on his rain shoes, jacket, and hat. But the boy is excited to put on his green boots, coat, and hat because it’s fun to pretend he’s frog.”

**Read:** “Finally...”

**Label:** “The man is grumpy – scrunched eyebrows, mouth turned down. The boy is excited – open arms, tongue out. He’s polite and says, ‘Please,’ but the man is too grumpy to be polite.”

**Consider:** “Why do you think the man is still grumpy? Do you think it was the walk in the rain? Why is the boy excited? Do you think it might be the cocoa and cookies, or something else?”

**Read:** “That one, too...”

**Comment:** “The man’s feelings are changing. Look at his face! He’s surprised about his hat. Then he’s curious about the boy’s hat and then he’s happy and smiling.”

**Consider:** “Why do you think his feeling are changing? Do you think that boy had anything to do with it? How do you know?”

### 3. REVIEW

- ◆ “The boy in the story was happy and excited about the rain, but it made the man grumpy. It’s okay if people don’t feel the same way about the same thing. Sometimes something can happen that changes how you’re feeling, too.”

### 4. KEEP IT GOING

- ◆ When appropriate, share your feelings with children and why you’re feeling them (e.g., “I’m curious about what will happen when we mix these together. I don’t know what will happen and I want to know,” or “I’m disappointed that we can’t do that today because I was looking forward to it. But plans change; maybe we can do it tomorrow.”).