



Identifying Feelings Lesson Plan: Grade K

Grade Level: **Kindergarten** | Duration: **Two days, 30 minutes per lesson**

Objective

In this lesson, kindergarteners use BrainPOP Jr. resources to learn about identifying feelings.

Students will:

- 1. Build Background Knowledge:**
 - Watch the BrainPOP Jr. Emotions movie.
- 2. Think and Do:**
 - Talk about it: Write down clues your body gives for each emotion.
 - Make-a-Map: What makes you happy, sad, excited, or angry?
- 3. Assess:**
 - Take the Emotions quiz.

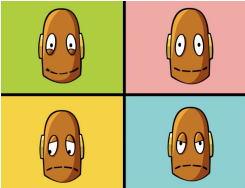


Preparation

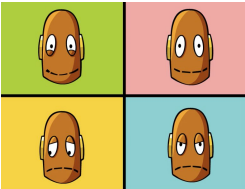

- Preview the BrainPOP Jr. movie [Emotions](#) to plan for any adaptations.
- Read [Emotions Background Information](#).
- Create and schedule Day 1 assignment: [Emotions movie](#) and [Talk About It](#).
- Create and schedule Day 2 assignment: [Emotions movie](#) , [Make-a-Map](#), and [Easy Quiz](#).


Before the Lesson

Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

- *How are you feeling today?*
- *What makes you happy? What makes you sad?*

DAY 1: Build Background (10 minutes)			
Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div></div> <p>1. Watch the Emotions movie. Click pause whenever a question appears in Annie’s Notebook. Discuss the question, then click play for Annie’s response.</p> <p>TIP: Pause turns red to remind you to pause.</p> <div></div>	<ul style="list-style-type: none">• Print the movie transcript and Annie’s Notebook for a grown-up to read aloud.• Have a student play Moby and “beep” in response to Annie.• Read aloud a grade-level sentence two times while tracking with your finger. Then track again, word-by-word as students repeat the words. Do this for three sentences.	<ul style="list-style-type: none">• Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on a single emotion like happy or sad.• Pause at two key points and prompt students to summarize.• Support recall by having students draw one or two key ideas from the movie.	<ul style="list-style-type: none">• Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.• Create a word wall with vocabulary and the drawing.• Pause at key points and ask discussion questions from Annie’s Notebook in the student’s home language or English.
DAY 1: Think & Do (20 minutes)			
Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div><div>Talk About It</div></div> <p>2. Students open their Talk About It assignment. Or, if not using Assignment Builder, model how to open Talk About It.</p>	<ul style="list-style-type: none">• Print the “Talk About It” page.• Students write or draw what clues their bodies give them to let them know how they’re feeling.	<ul style="list-style-type: none">• Model drawing or writing one clue for one emotion on the chart.• Assign specific emotions that may be familiar to individual students.• Challenge students to think about a time they felt each of these emotions	<ul style="list-style-type: none">• Read aloud the activity in students’ home language or English to review the directions.• Have students complete the chart in their home language

Students click the Start arrow to begin. When they finish, they click Save and Submit To Teacher and/or print out..		and reflect on the reason they felt them. <ul style="list-style-type: none">	first.
DAY 2: Build Background (5 minutes)			
Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div></div> <p>3. Watch the Emotions movie again.</p> <p>Prompt students to find a fact or something new that they didn't notice the first time.</p>		<ul style="list-style-type: none">Students return to their Talk About It from the first viewing and add new details to their Emotions chart.As a challenge, invite students to identify more than one new fact.	
DAY 2: Think & Do (20 minutes)			
Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div> Make-a-Map</div> <p>4. Students open their Make-a-Map assignment. Or, if not using Assignment Builder, model how to open Make-a-Map.</p> <p>Students use images and key words to indicate what makes them happy, sad,</p>	<ul style="list-style-type: none">Students make a concept map on paper, drawing pictures and/or writing words about their feelings.Add template or starting nodes to a blank map, print, and distribute to students.	<ul style="list-style-type: none">Students speak their responses and brainstorm examples.Assign a partially completed Make-a-Map . Demonstrate how to return to the movie to find keywords and images.rFor ideas, revisit the Talk About It activity they worked on after watching the movie the first time.	<ul style="list-style-type: none">Before students begin their maps, have them use their home language or English to discuss ideas they plan to put in their map.

<p>excited, or angry.</p> <p>When they finish their maps, students click the Submit To Teacher button and/or print out their maps.</p> <p>View rubric.</p>			
DAY 2: Assess (5 minutes)			
Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div> Easy Quiz</div> <p>5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the Easy Quiz.</p> <p>If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the Submit to Teacher button.</p>	<ul style="list-style-type: none">• Print the Easy Quiz. Read aloud the questions and answers.	<ul style="list-style-type: none">• Hover over the questions and answers to hear them read aloud.• Reduce the number of questions and/or possible answers (using the Quiz Mixer).• Support recall by revisiting movie drawings.	<ul style="list-style-type: none">• Read aloud the quiz in students' home language.• Highlight the key vocabulary in a printable version of the quiz.• Support recall by having students review drawings they made during the movie.