

mind+heart - EMOTIONS

Lesson 1 : Identifying & Labelling Emotions

Community Building Activity

Bring children into a circle. Ask them to show emotions with their faces and bodies when given different emotion words. For example, say "happy" and watch as kids smile and stand with confidence.

Discussion Starters

Use the discussion starters to have open conversations with children. Ask the question(s), read the scenario(s), and show the photo(s) one at a time and encourage children to respond and share their thoughts.

Whole Group Lesson

Emotions Posters: Show each emotion poster one at a time and ask what it is showing. Encourage children to come up with different terms for each emotion. Talk about facial expressions and body language and what the face/body is doing while showing each emotion. Have children model each emotion.

Collaborative Anchor Chart: Create a chart called "We all have emotions" using the pieces provided. Get each child to draw themselves showing a certain feeling. Add to the anchor chart.

Feelings Check-In Clip Chart: Give each child a clip with their name on it. They can attach their clip next to the emotion they are feeling.

Follow-up Activities

How Do They Feel? Mini-Book: Read the sentence on the page, trace the emotion, and complete the face by drawing to show that emotion.

Emotions Memory Game: Place a set of emotion and word cards upside down. Children need to match emotion pictures with emotion words.

Emoji-tions Go Fish Card Game: See the card game instructions.

Lesson Goal

Identify and label 12 major emotions based on facial expressions and body language. Recognize their own emotions.

Vocabulary

emotion, feeling, facial expression, body language, each of the 12 major emotions.

Lesson Materials

Discussion Starters
Emotions posters
Anchor chart pieces and chart paper
Clip chart and labeled clips for each child
How Do They Feel? mini-book (2 variations)
Emotions Memory game
Emoji-tions Go Fish card game (see inst.)

What are
emotions?

Why do we have
them?

What are facial
expressions?

What is body
language?

Scenario 1:

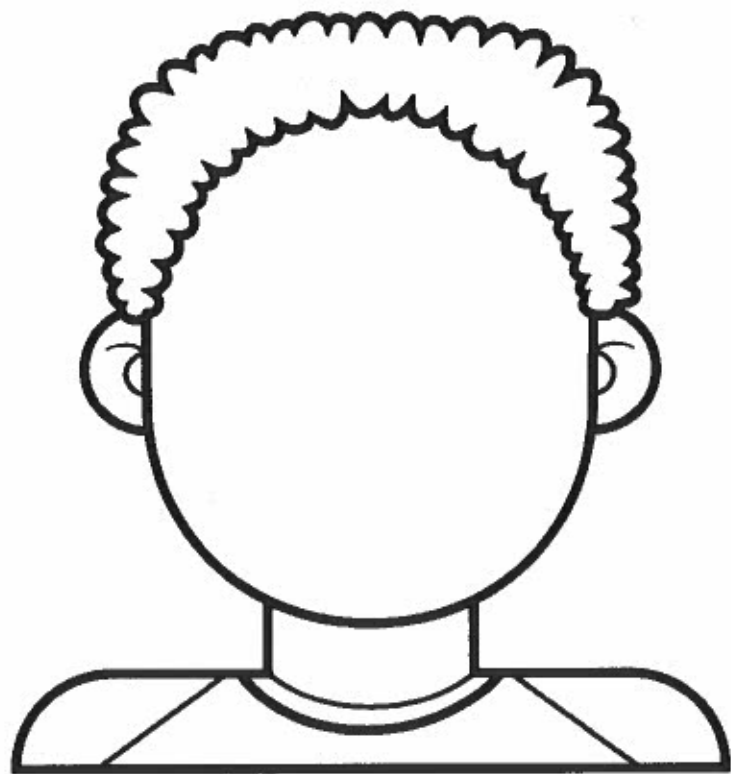
Rachel sees something outside. Her body is shaking. She wants to run away and hide, but cannot move.

How is Rachel feeling?

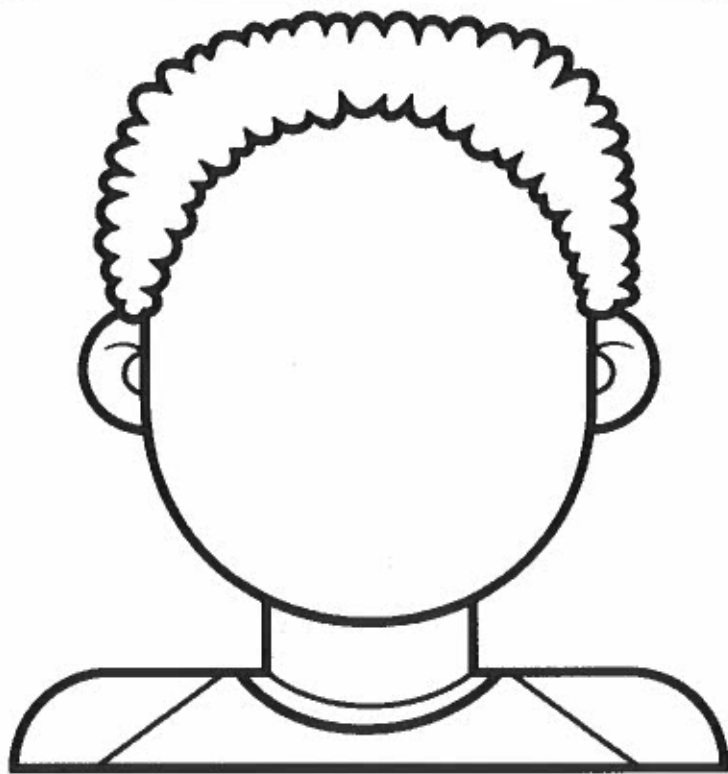
Scenario 2:

Josiah's jumping up and down. He cannot wait to start the game. He has a huge smile and can't help but giggle.

How is Josiah feeling?



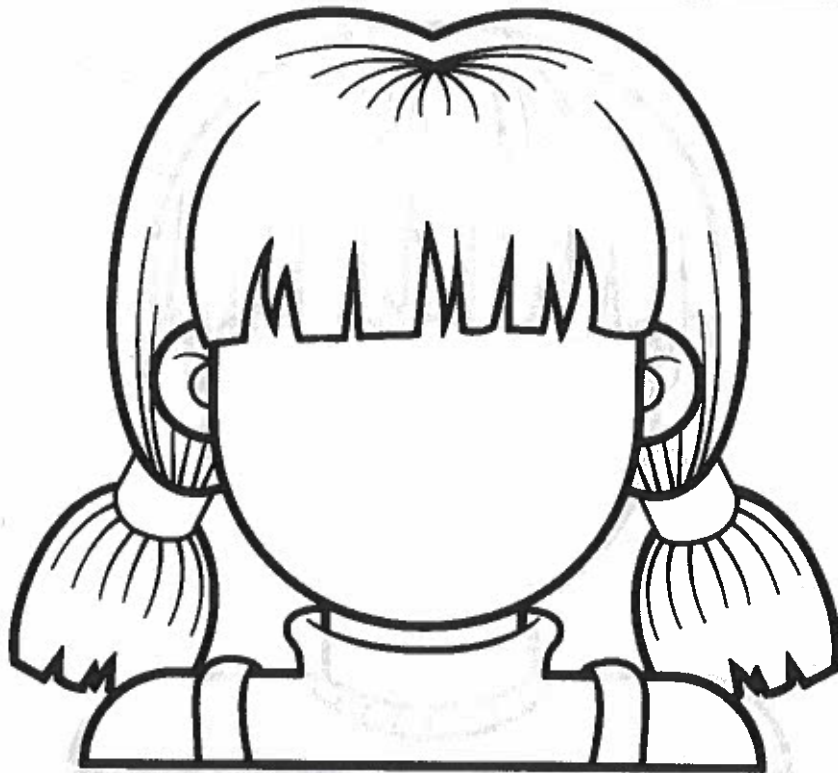
The boy feels happy.



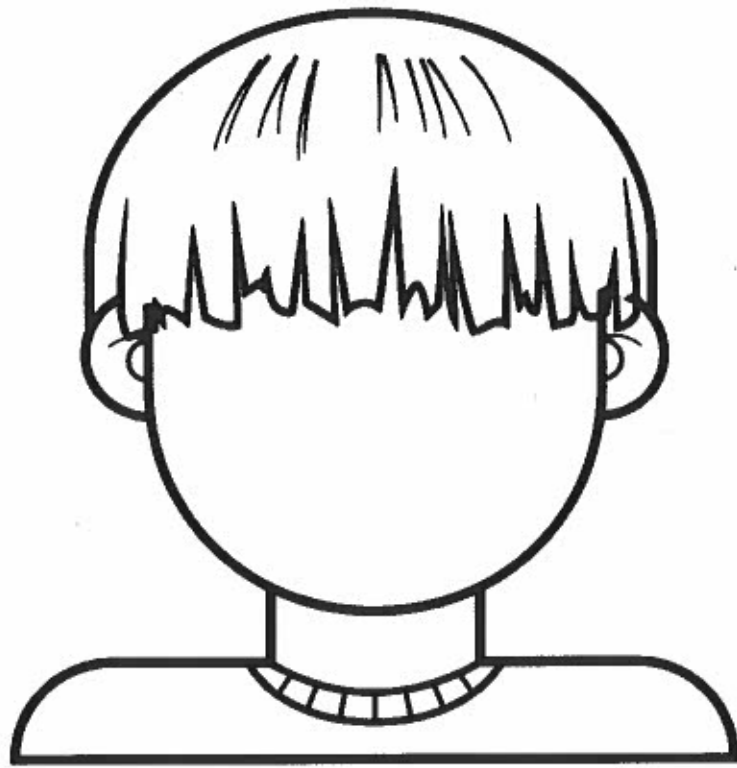
The boy feels happy.



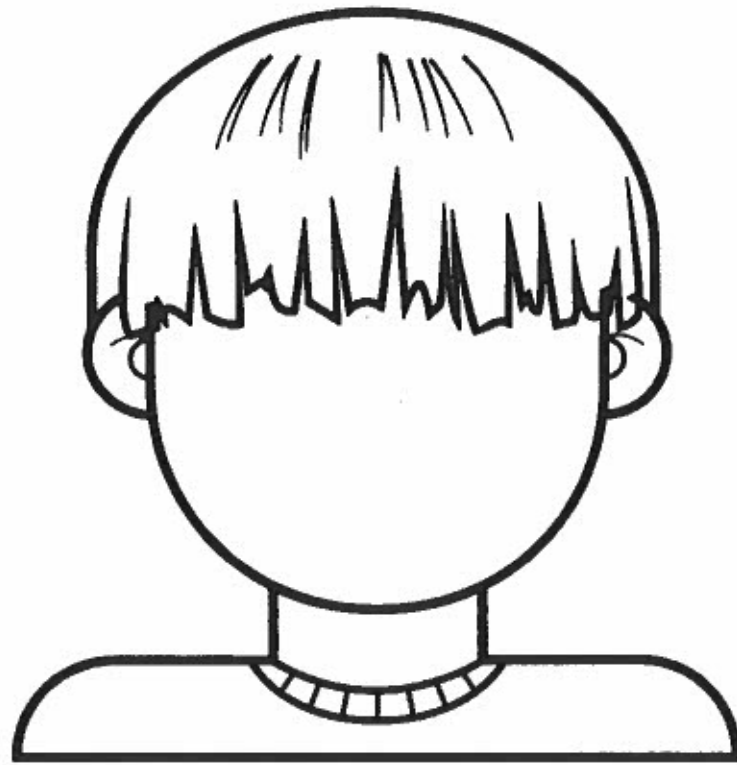
The girl feels sad.



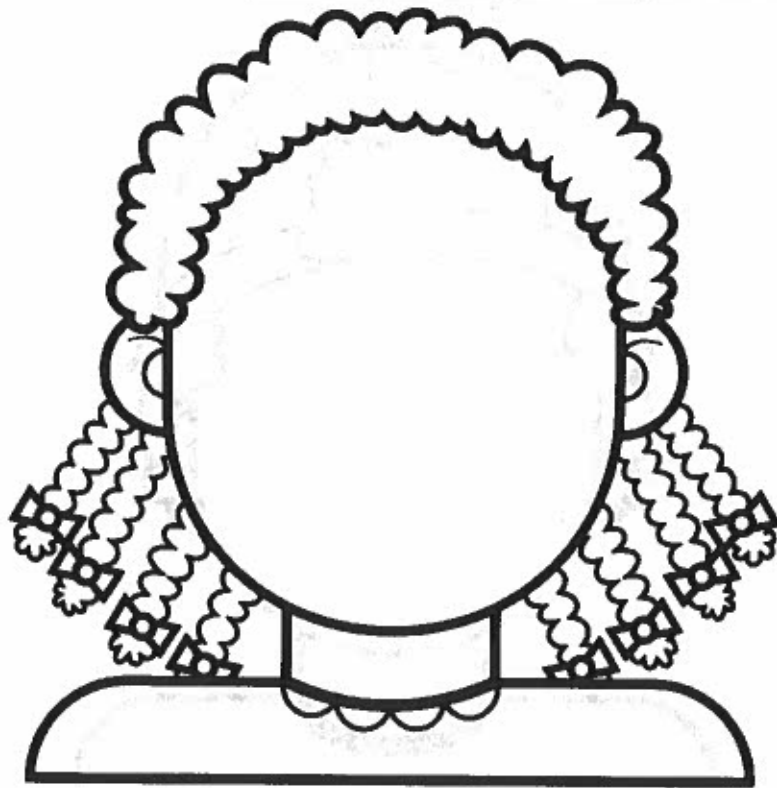
The girl feels sad.



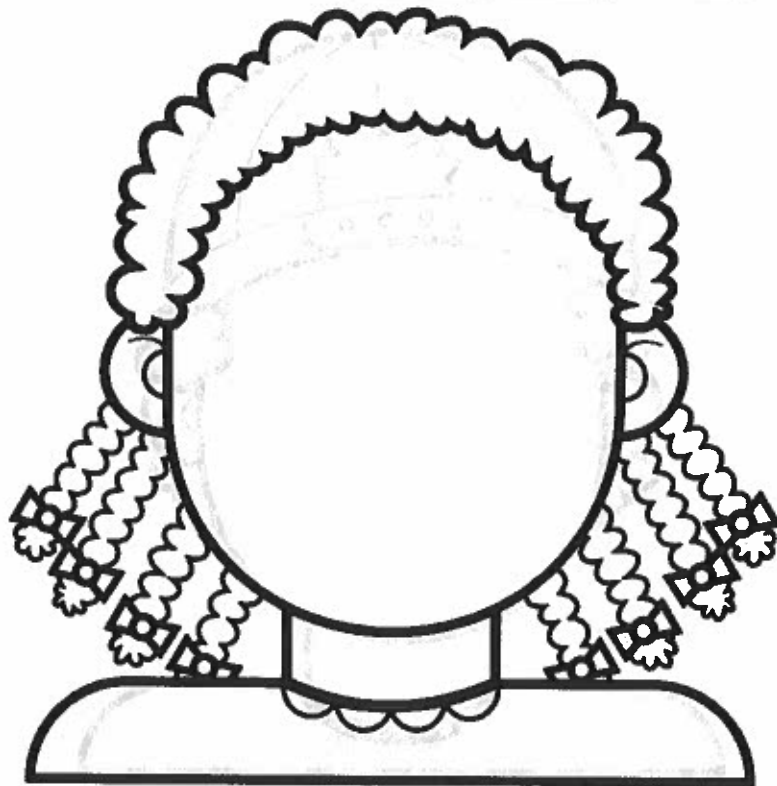
The boy feels scared.



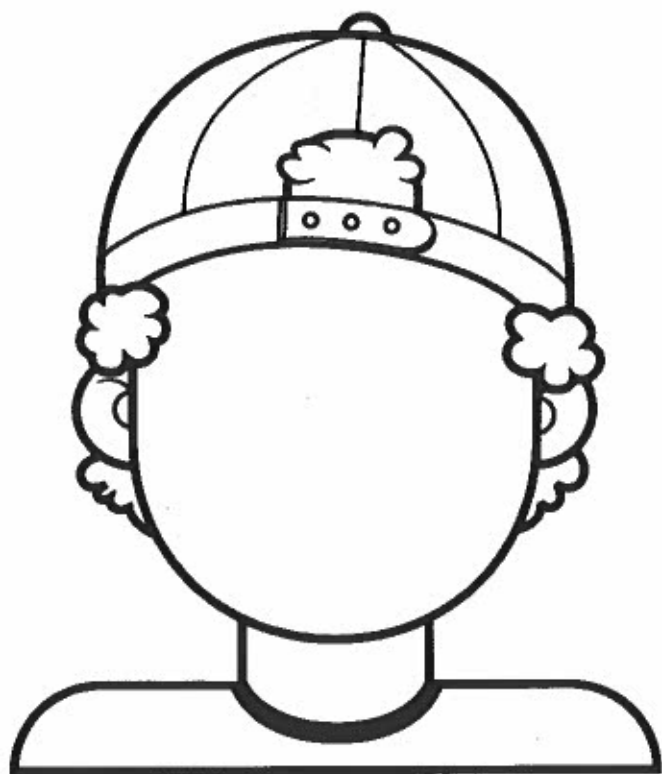
The boy feels scared.



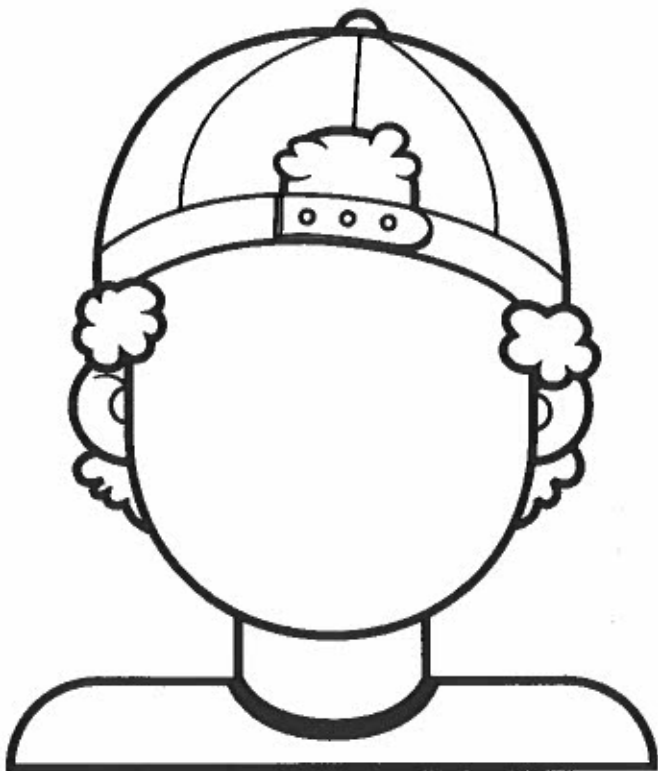
The girl feels proud.



The girl feels proud.



The boy feels nervous.



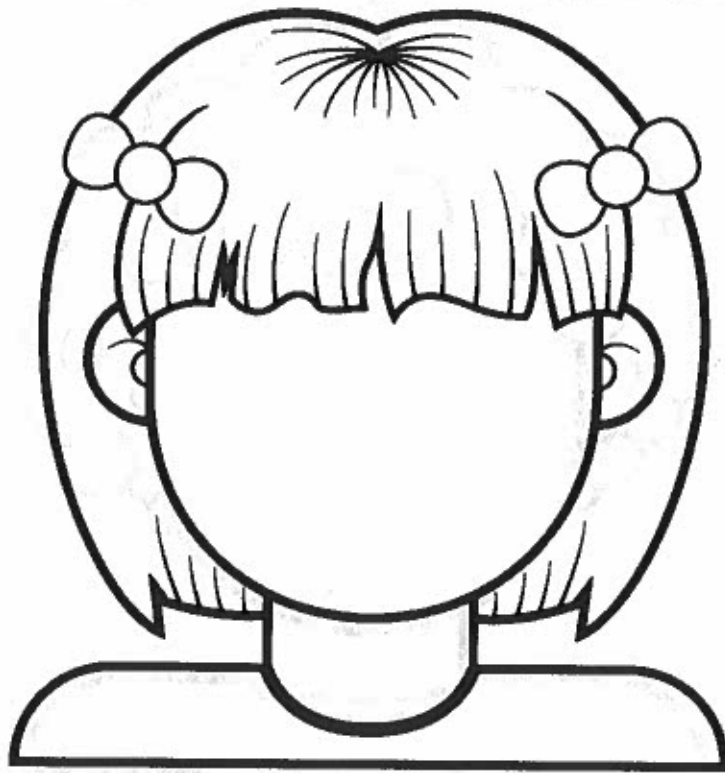
The boy feels nervous.

How Are You Feeling?

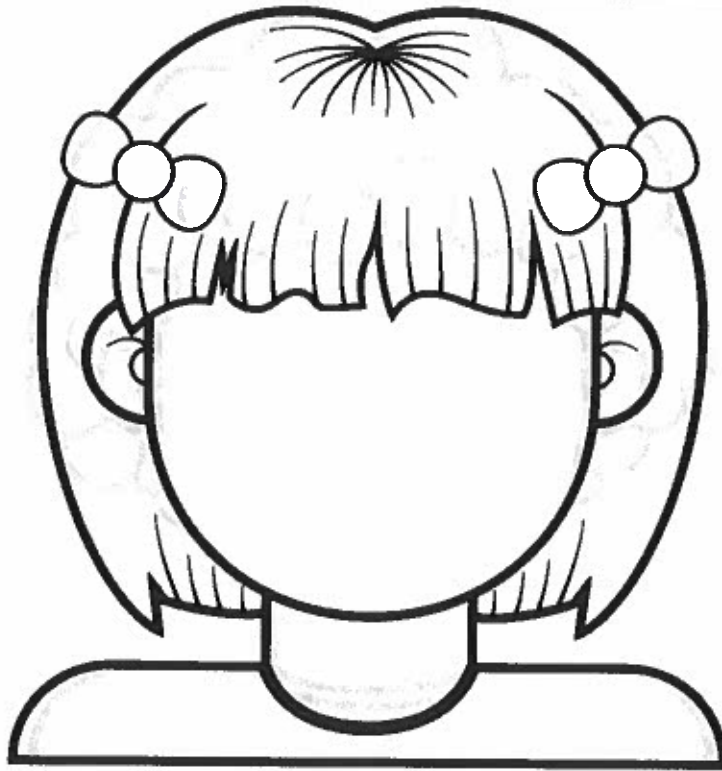
Today we are going to focus on how we are feeling. As we begin, close your eyes and take a deep breath in through your nose and out through your mouth. Continue breathing as you focus on the way your body feels physically. Are you in any pain or discomfort? Is a part of your body cold or hot? What does your body feel like? When you are finished, gently shift your focus to the way your mind is feeling. Are you tired, anxious, content, etc.? How do you know? What is making you feel this way? Do you need to do something to change how you are feeling either physically or emotionally? When you are finished, take a deep breath in through your nose and out through your mouth and slowly open your eyes.

Reflecting on Joy

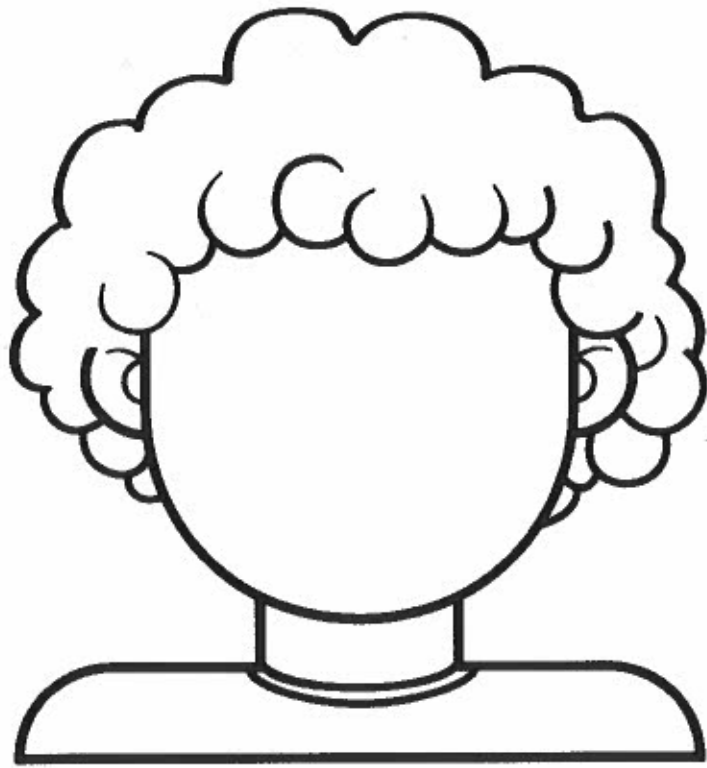
Today we are going to focus on something in our lives that has made us happy. As we begin, please close your eyes and take a deep breath in through your nose and out through your mouth. Continue breathing and imagine a time in your life when you felt happy. Try to create the image in your mind. Who was there? What was happening? Try to focus on how your body and your mind were feeling at the time. Try to let your body rest as you focus on that happy time. Now, gently shift your attention to things that can bring you joy today. How will these things bring you joy and how will that feel? When you are finished, take a deep breath in through your nose and out through your mouth and slowly open your eyes.



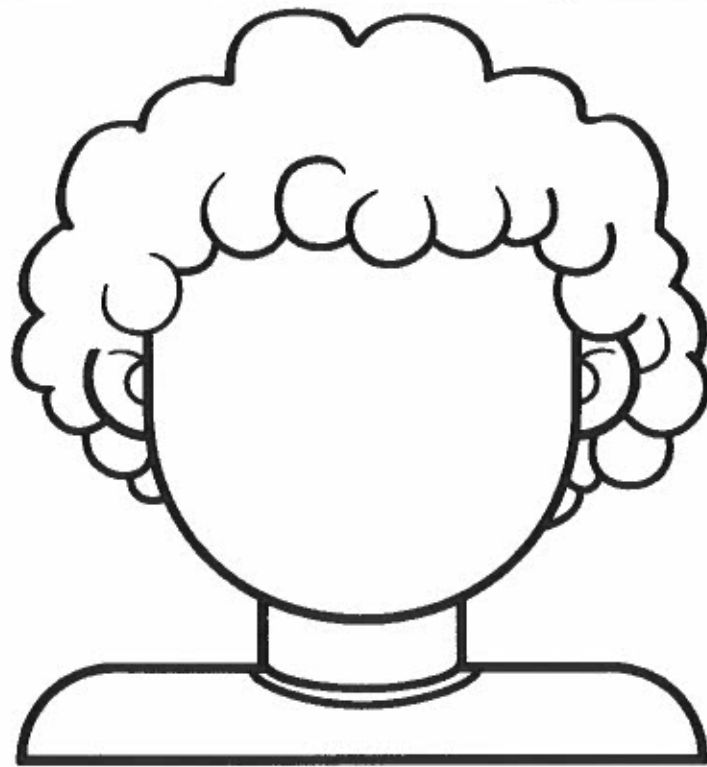
The girl feels excited.



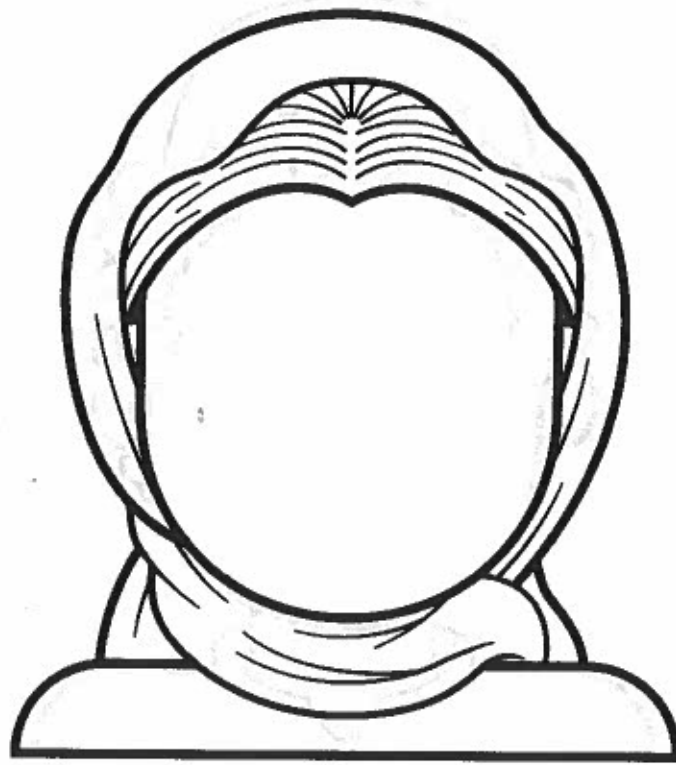
The girl feels excited.



The boy feels surprised.



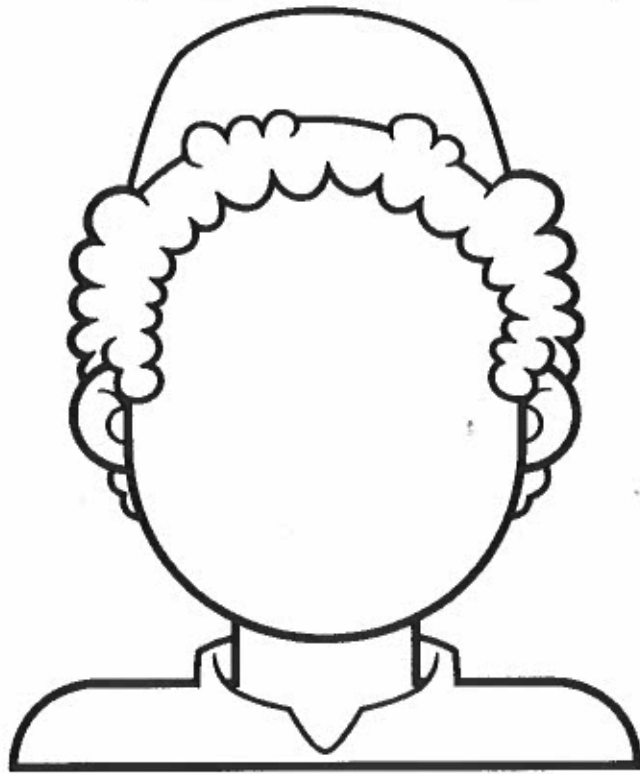
The boy feels surprised.



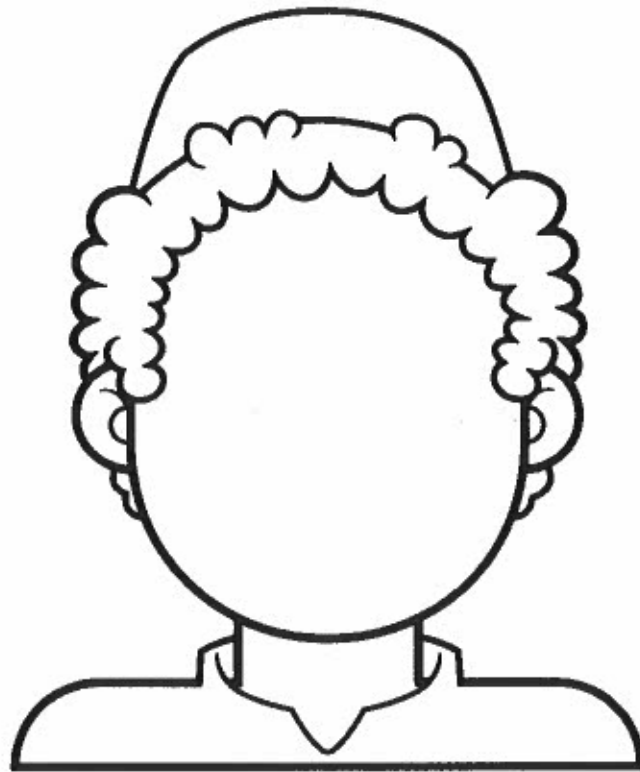
The girl feels confused.



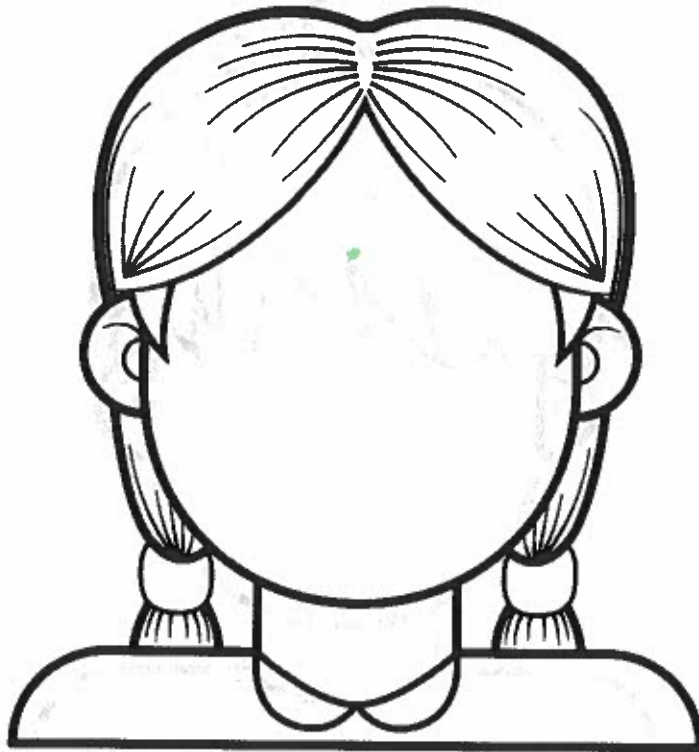
The girl feels confused.



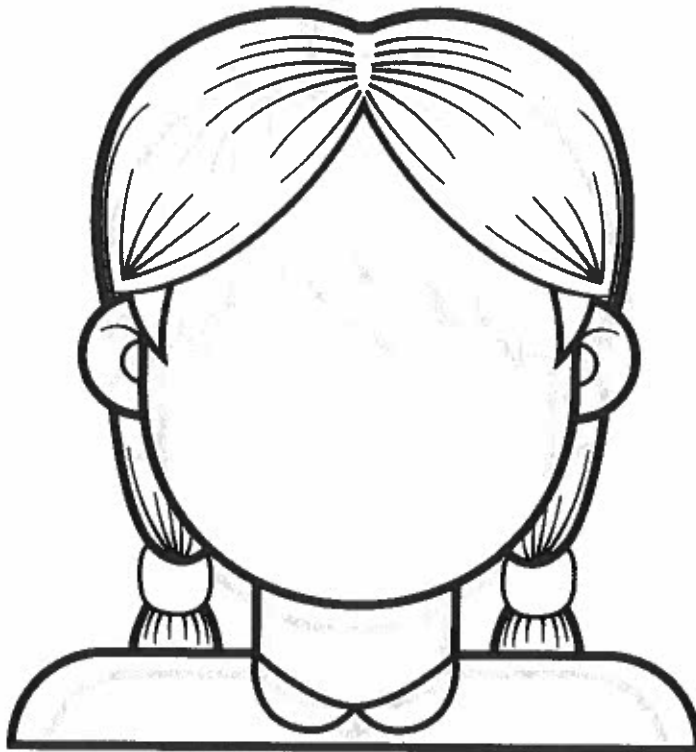
The boy feels embarrassed.



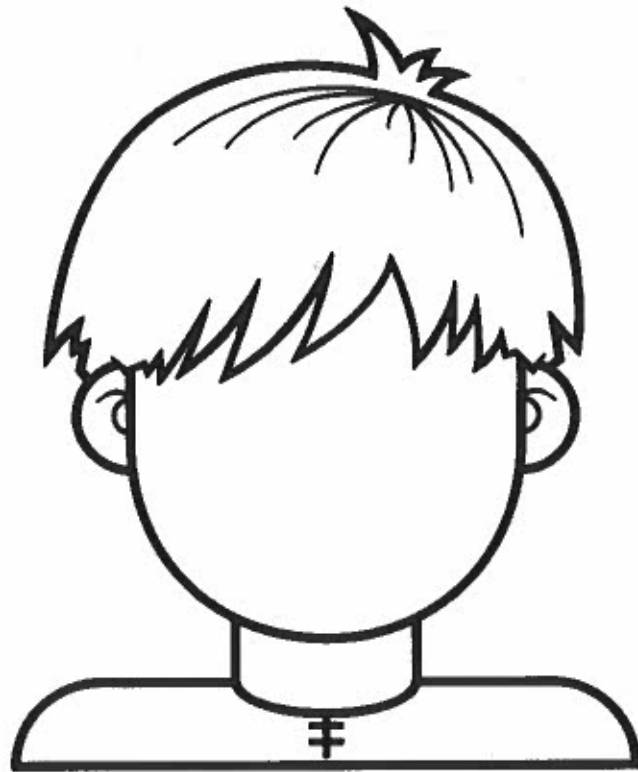
The boy feels embarrassed.



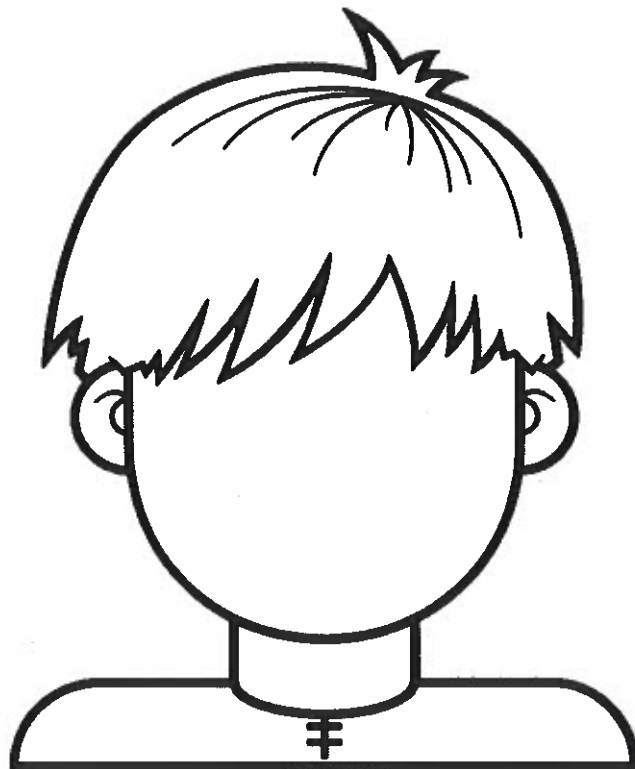
The girl feels curious.



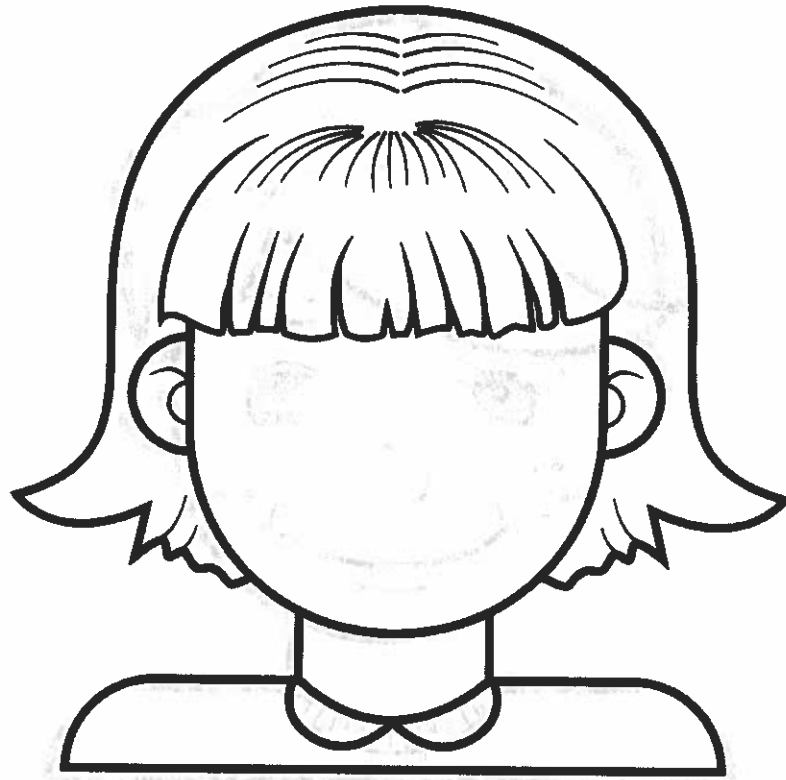
The girl feels curious.



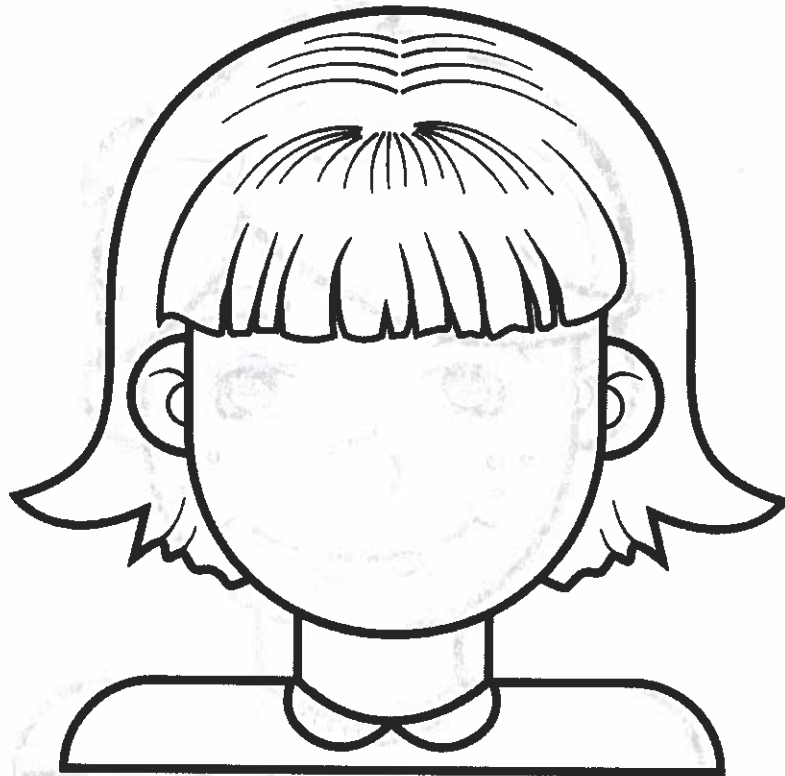
The boy feels shy.



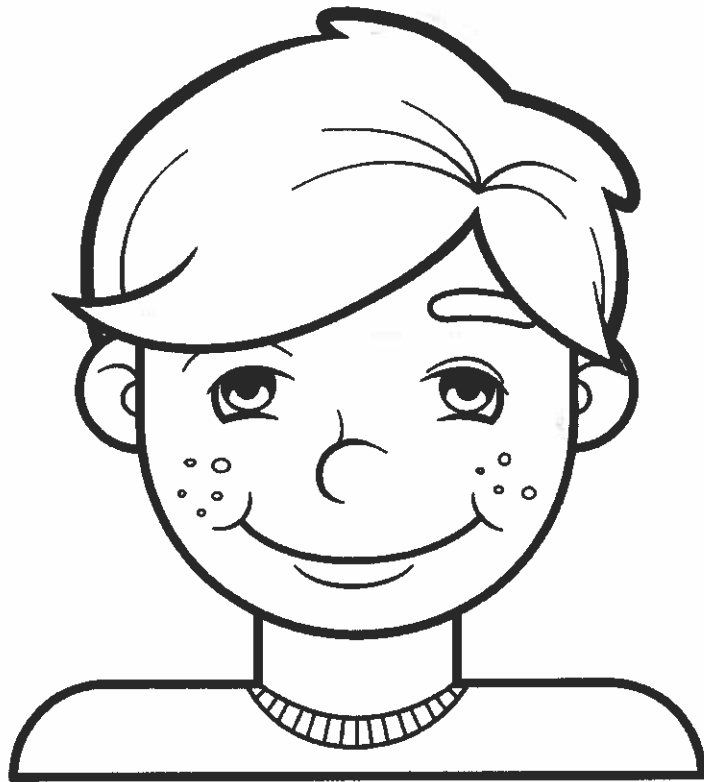
The boy feels shy.



The girl feels mad.



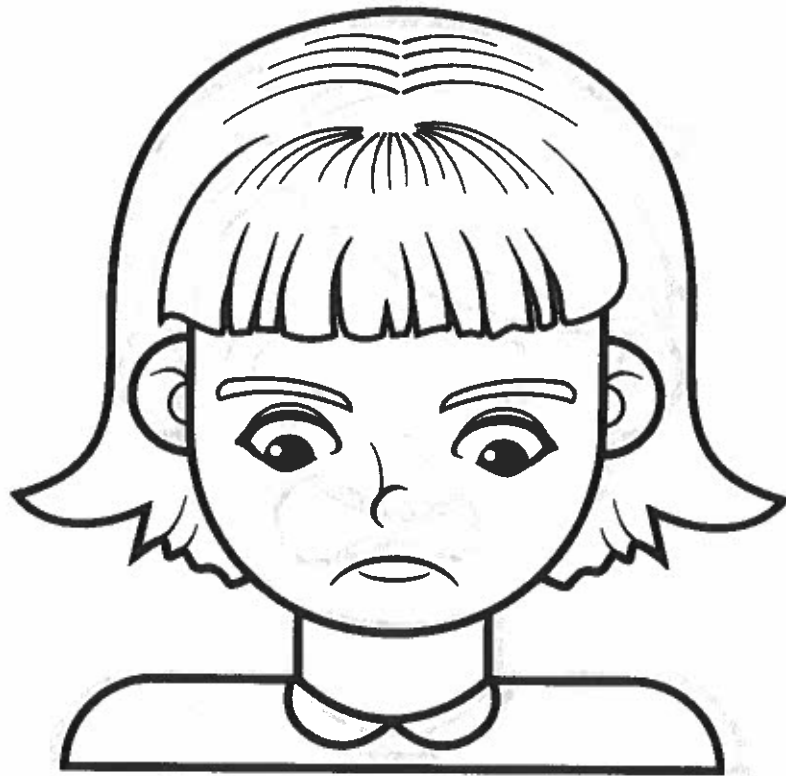
The girl feels mad.



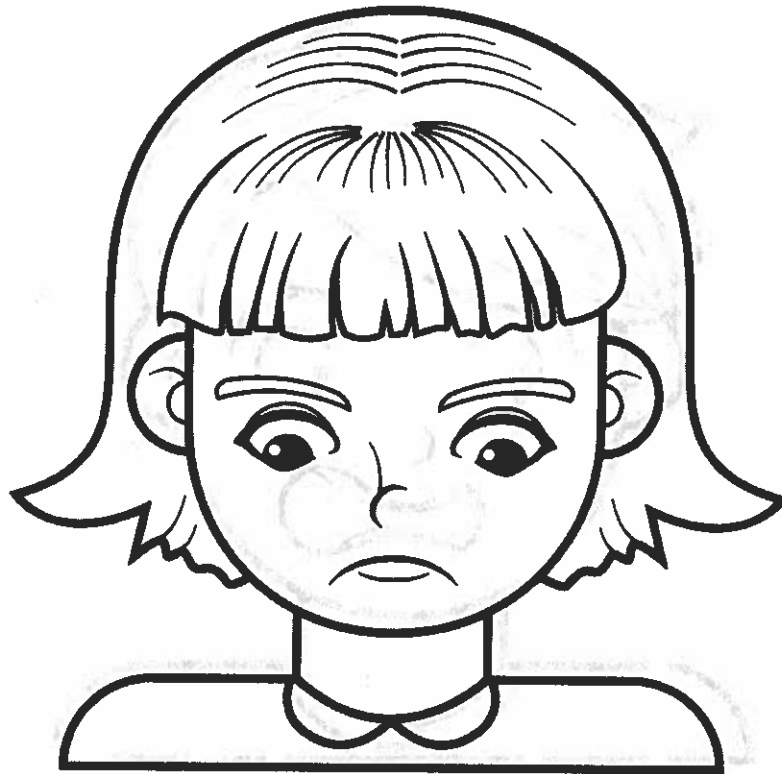
The boy feels _____.



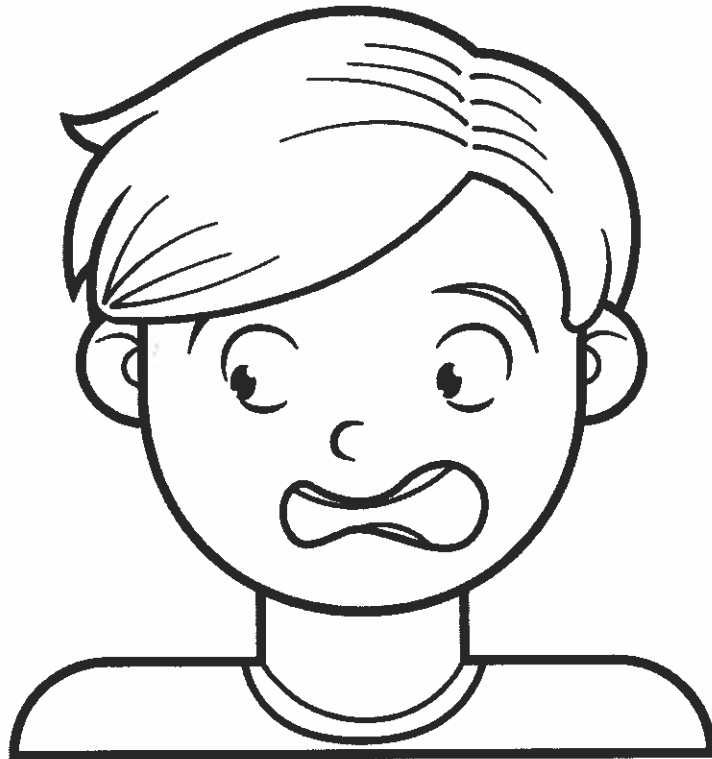
The boy feels _____.



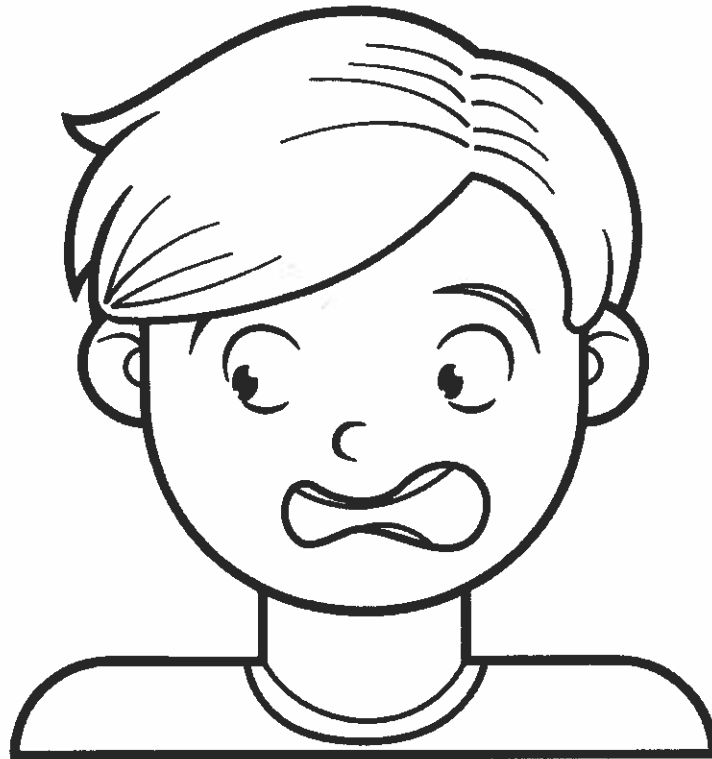
The girl feels _____.



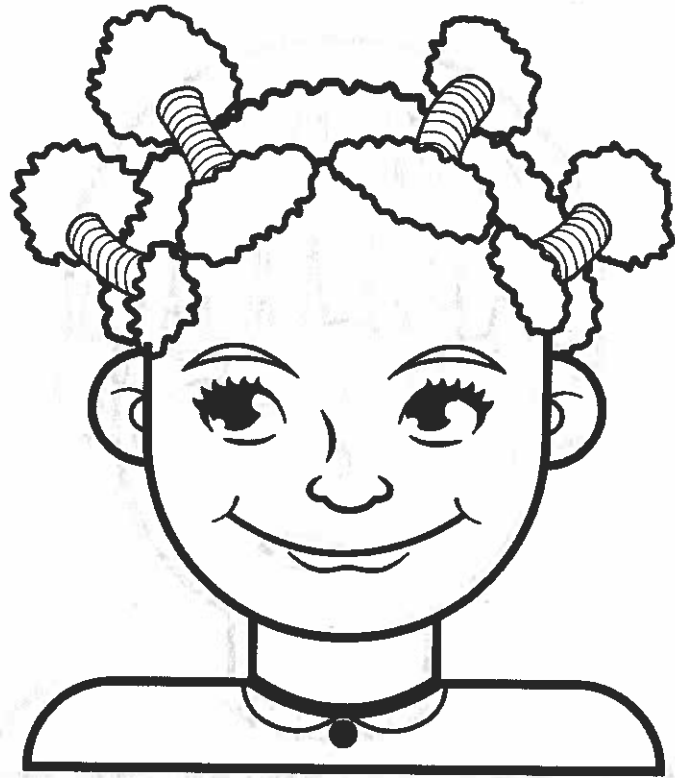
The girl feels _____.



The boy feels _____.



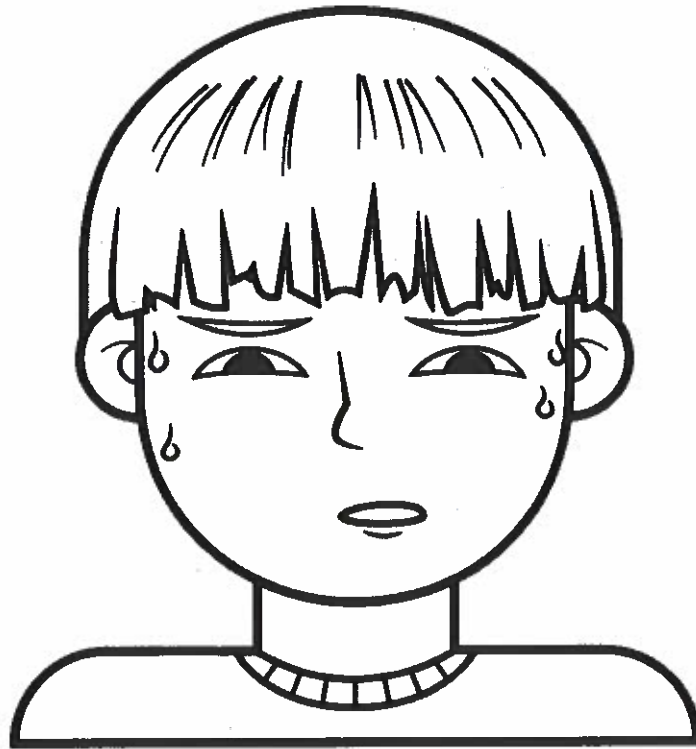
The boy feels _____.



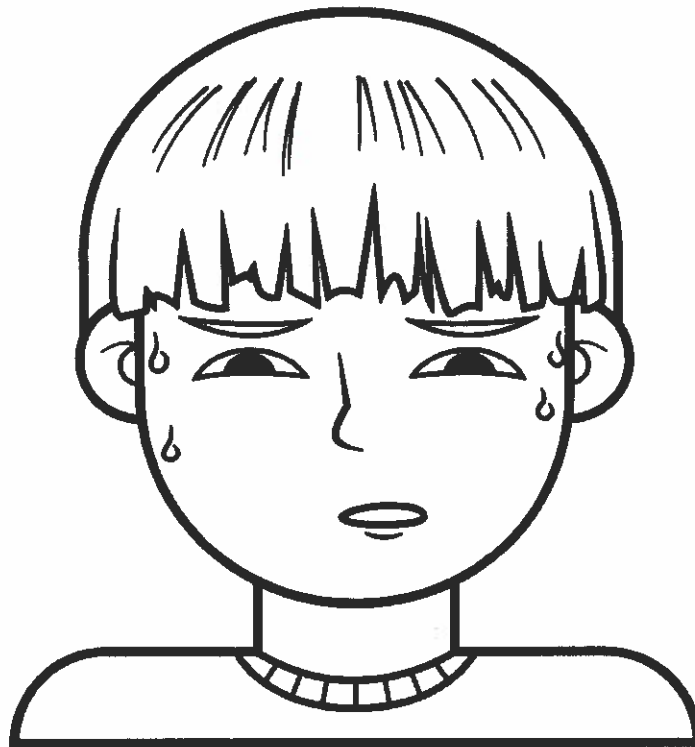
The girl feels _____.



The girl feels _____.



The boy feels _____.



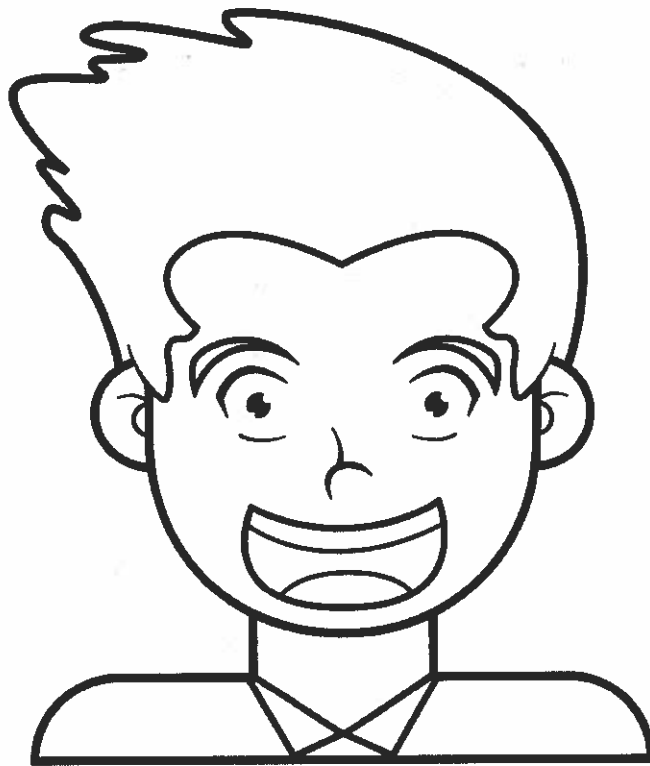
The boy feels _____.



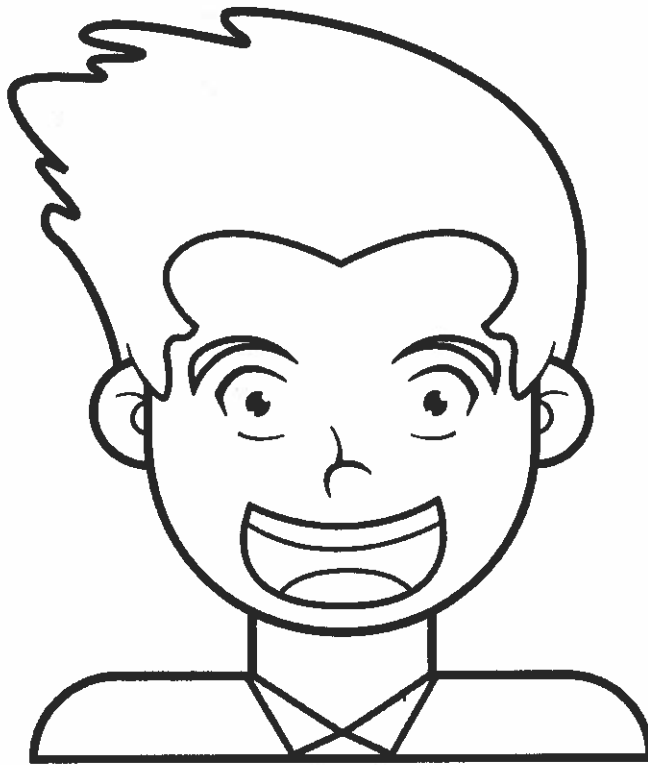
The girl feels _____.



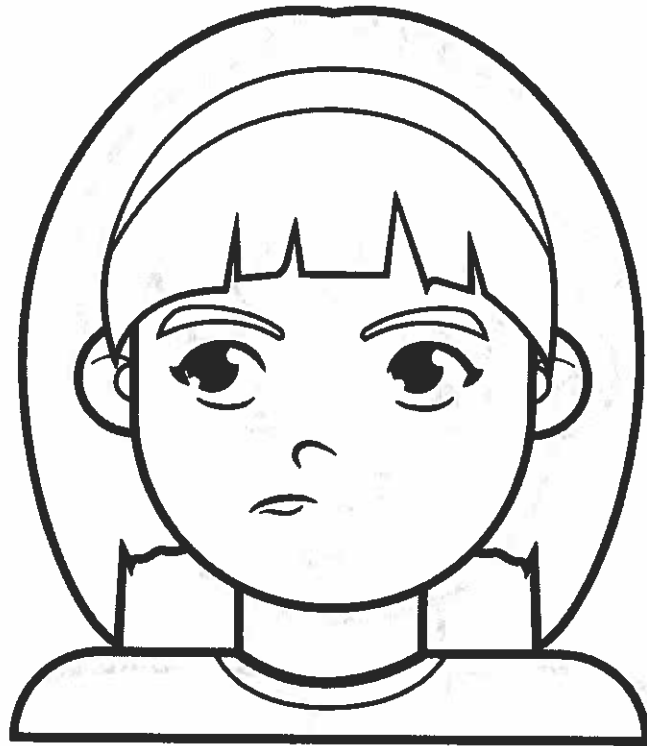
The girl feels _____.



The boy feels _____.



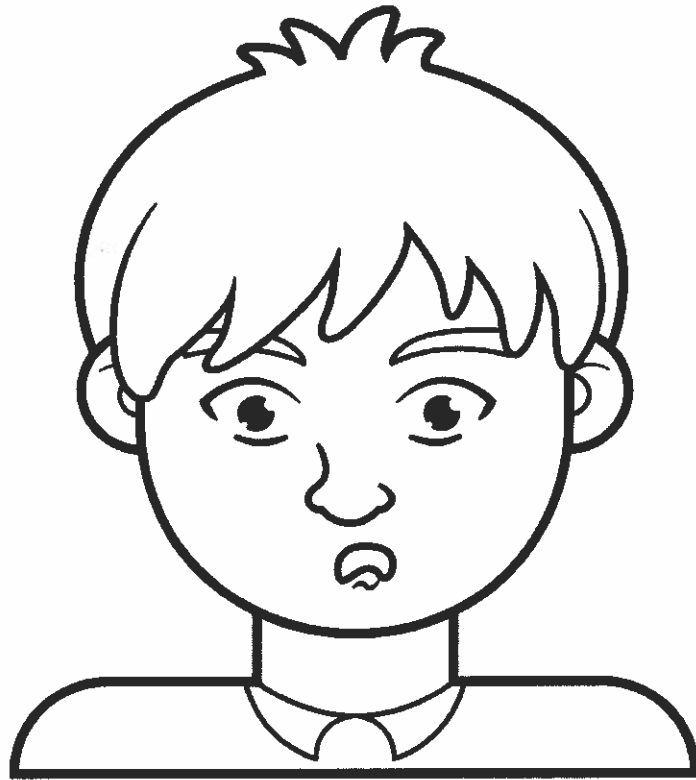
The boy feels _____.



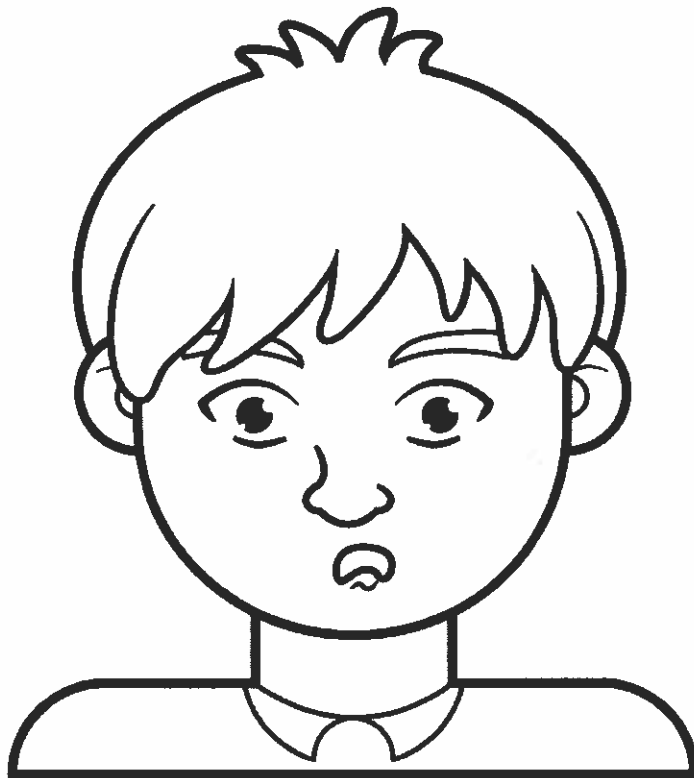
The girl feels _____.



The girl feels _____.



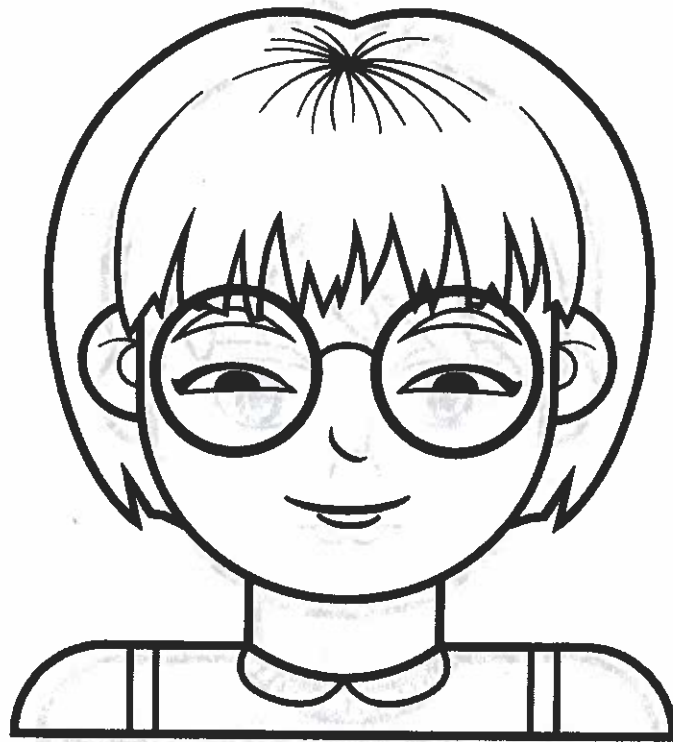
The boy feels _____.



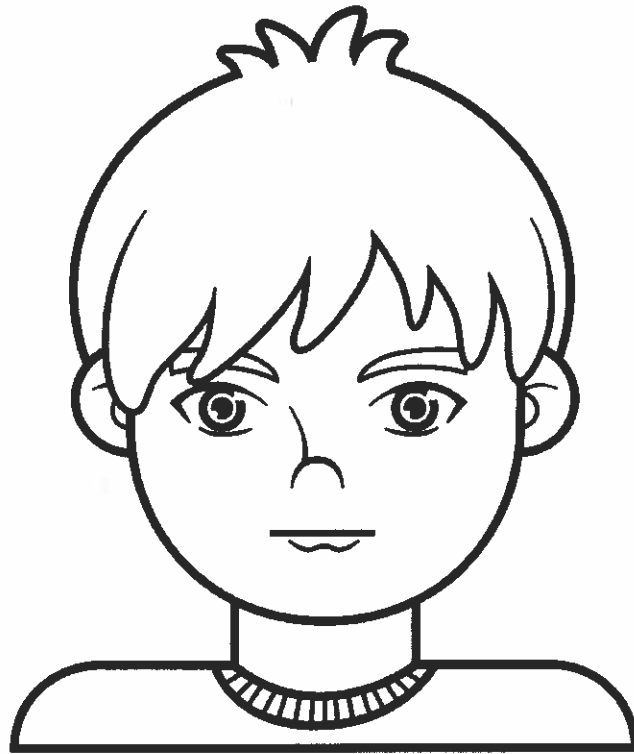
The boy feels _____.



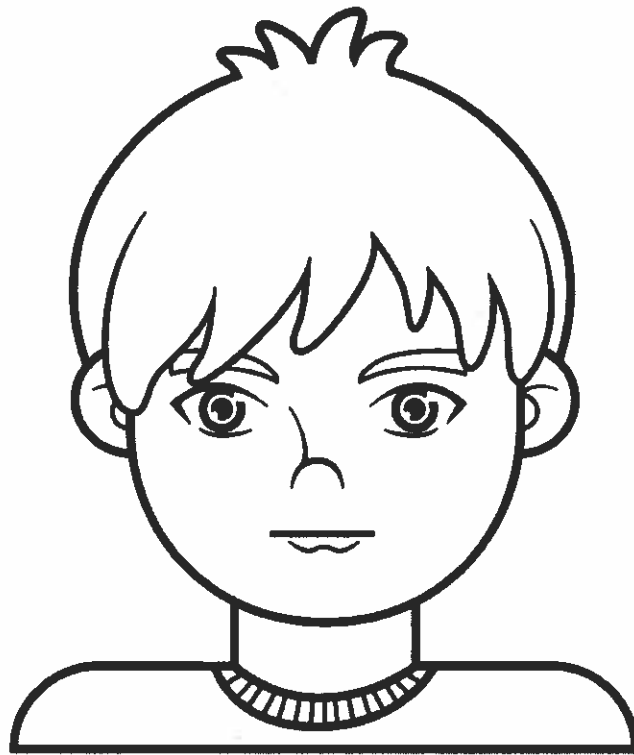
The girl feels _____.



The girl feels _____.



The boy feels _____.



The boy feels _____.

NAME: _____

DATE: _____

Everyday Speech

ACTIVITIES

Understanding Your Emotions

Every day there can be changes to our routine and moods. We have to take time to tune in to how we are feeling and what is making us feel that way.

Read the scenarios below and think about if this happened to you how would you feel and what could you do to keep your self-control in the situation.

You are taking a test, and you just noticed that the student next to you is copying from your paper. How does this make you feel? What can you do?

You heard your teachers talking about a Lock Down Drill. You don't know when it is. How does this make you feel? What can you do?

Your mom told you this morning she was picking you up early from school for a doctor's appointment. How does this make you feel? What can you do?

You didn't remember it was a holiday weekend, and you have Monday and Tuesday off from school. How does this make you feel? What can you do?

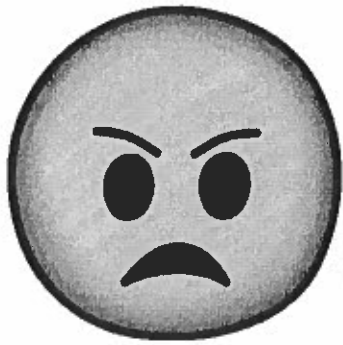
When was a time you had a big change in school?
How did it make you feel?

HOW TO PREP “Emoji-tions GO FISH”

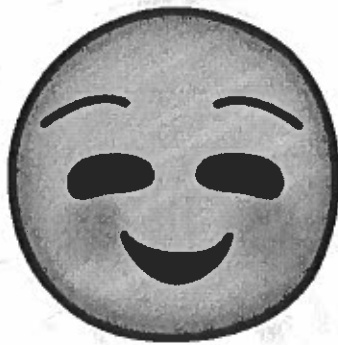
- Print 2 copies of both emoji pages back to back with the back of the card page provided.
- Laminate & cut the cards into a deck.

HOW TO PLAY “Emoji-tions GO FISH”

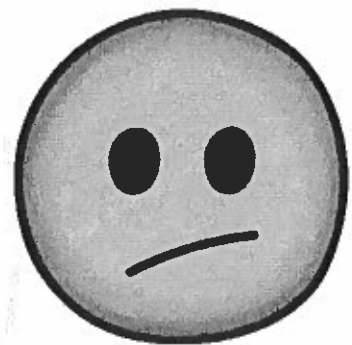
- Game for 2 - 4 players. Each player is dealt 5 cards.
- Goal is to get pairs of cards with the same emoji.
- Players take turns asking another player for a card that they have in their hand (i.e. “Do you have confused?”).
- If a player gets a match, they put the pair of cards down in their pile.
- If they do not get a card, they “go fish” and pick a new card from the deck. It becomes the next player’s turn.
- If a player runs out of cards, they pick up two more cards to add to their hand.
- The game ends when all cards are used and all possible pairs of “emoji-tions” are made.
- Players count up how many pairs they made. The player with the most pairs of emojis wins!



mad



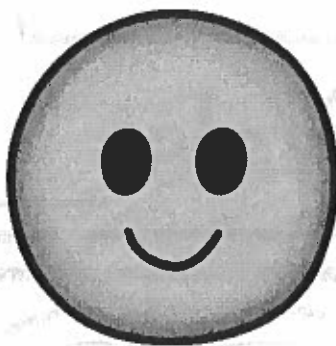
embarrassed



confused



crying



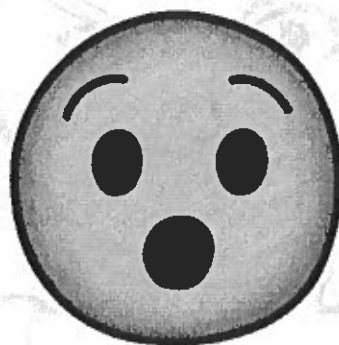
happy



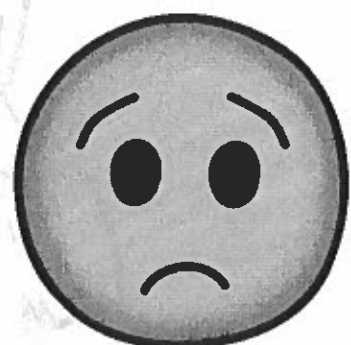
scared



in love



surprised

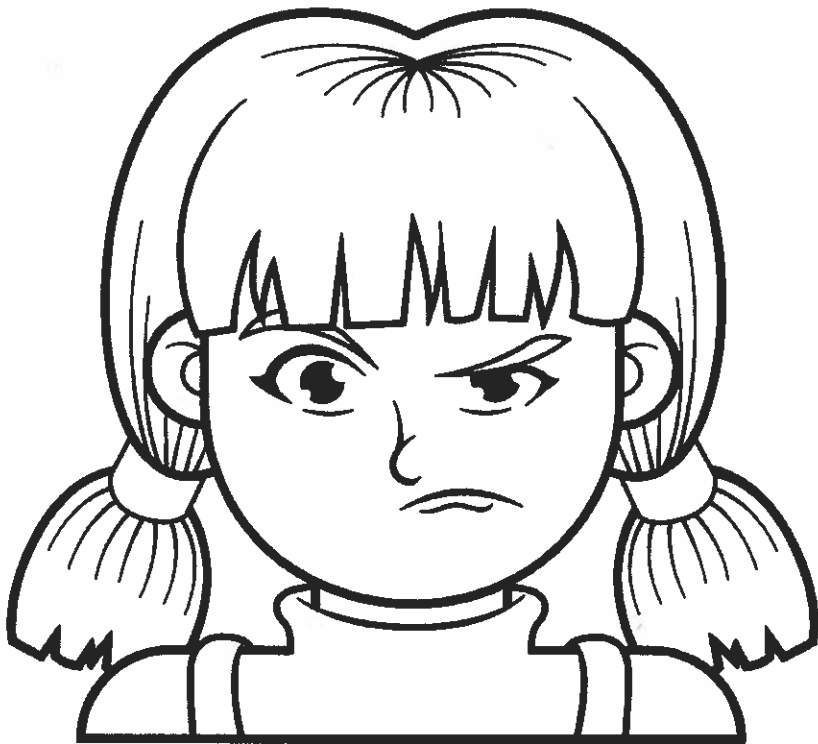


sad

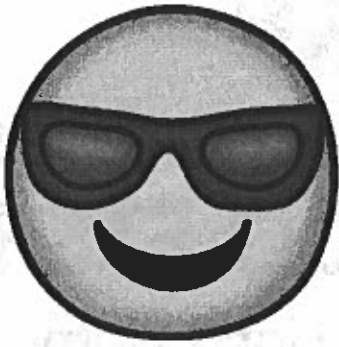
EMOJI-TIONS GO FISH Playing Cards - make 2 copies of the cards



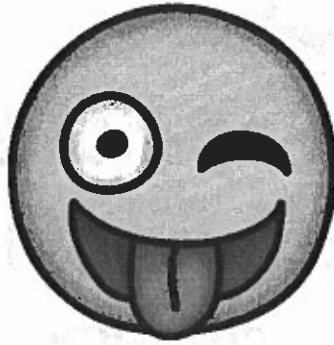
The girl feels _____.



The girl feels _____.



cool



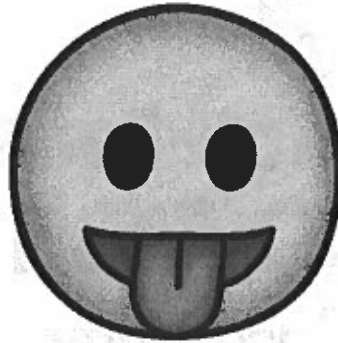
silly



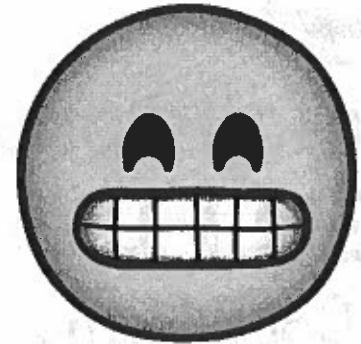
laughing



tired



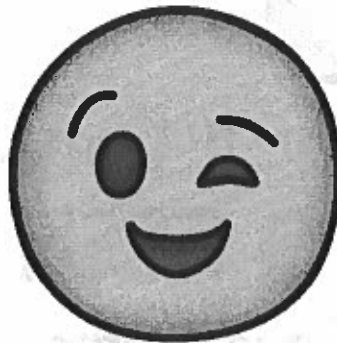
excited



nervous



shy



proud



curious

EMOJI-TIONS GO FISH Playing Cards - make 2 copies of the cards



**Emoji-tions
GO FISH**

Card Game



**Emoji-tions
GO FISH**

Card Game



**Emoji-tions
GO FISH**

Card Game



**Emoji-tions
GO FISH**

Card Game



**Emoji-tions
GO FISH**

Card Game



**Emoji-tions
GO FISH**

Card Game



**Emoji-tions
GO FISH**

Card Game



**Emoji-tions
GO FISH**

Card Game



**Emoji-tions
GO FISH**

Card Game



EMOJI-TIONS GO FISH Playing Cards - make 2 copies of the cards

Name: _____



Celery Investigation

Hypothesis: What do you think is going to happen to the celery stalk in the colored water? _____

Observations: Draw the celery in the cup of water.

Draw the celery in the cup of water after 1 hour.

Draw the celery in the water the next day.

Conclusion: Explain what happened to the celery overnight.

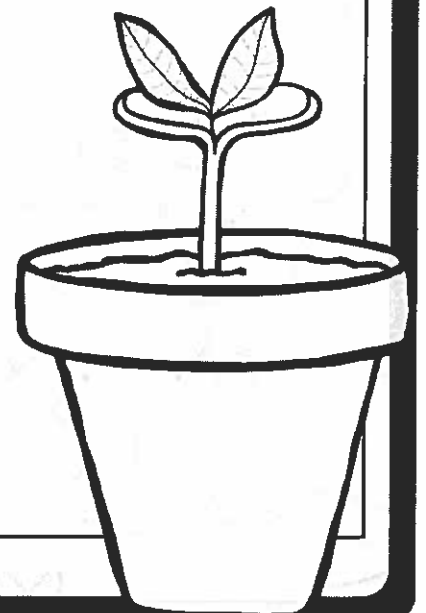
Name: _____

Plants

What I
Know

What I Want
to Know

What I
Learned



Name: _____

Plants

Plants can be found all around the world. They are the flowers, vegetables, fruits, and trees that grow all around us. A plant is a living thing. This means that it is alive. It needs water, sun, and air just like humans. They also grow. A plant starts its life as a seed. As it grows, it gets bigger and grows into an adult plant. Plants are very important to the Earth. They put off oxygen into the air, which humans and animals need to breathe.

1. What are plants?

2. Why are plants important to Earth?



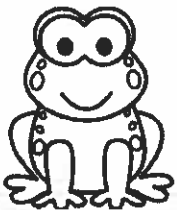
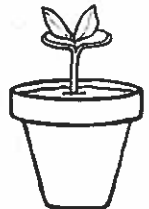
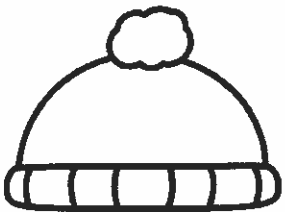
Name: _____

Living or Nonliving?

Living

Nonliving

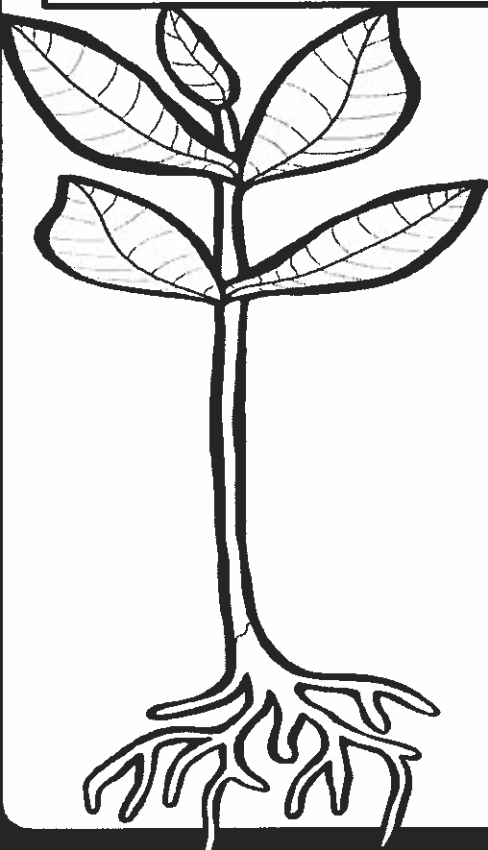
©Tobin, 2015



Name: _____

Plant Life Cycle

A plant life cycle is the process where a seed turns into a plant. Plants begin as a seed. Inside the seed, there is a tiny plant waiting to grow. After a seed is planted, small roots begin to grow down. A sprout grows up out of the ground. It keeps growing and becomes a seedling. Plants are fully grown when they are an adult plant. Adult plants have flowers on them, which produce new seeds. These seeds are what will make a new plant.



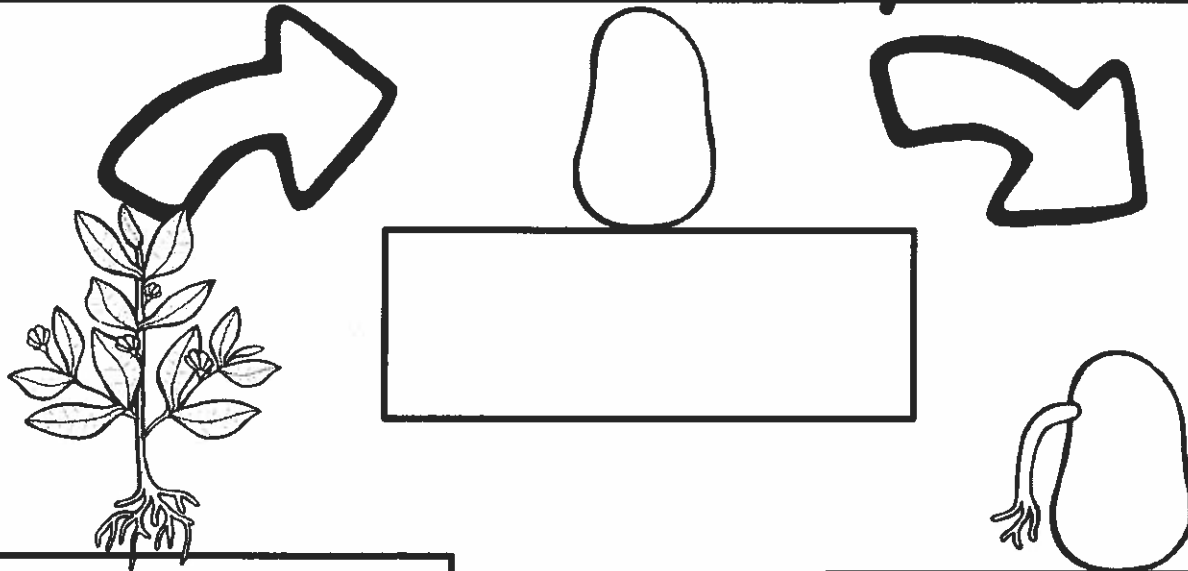
1. What is inside a seed?

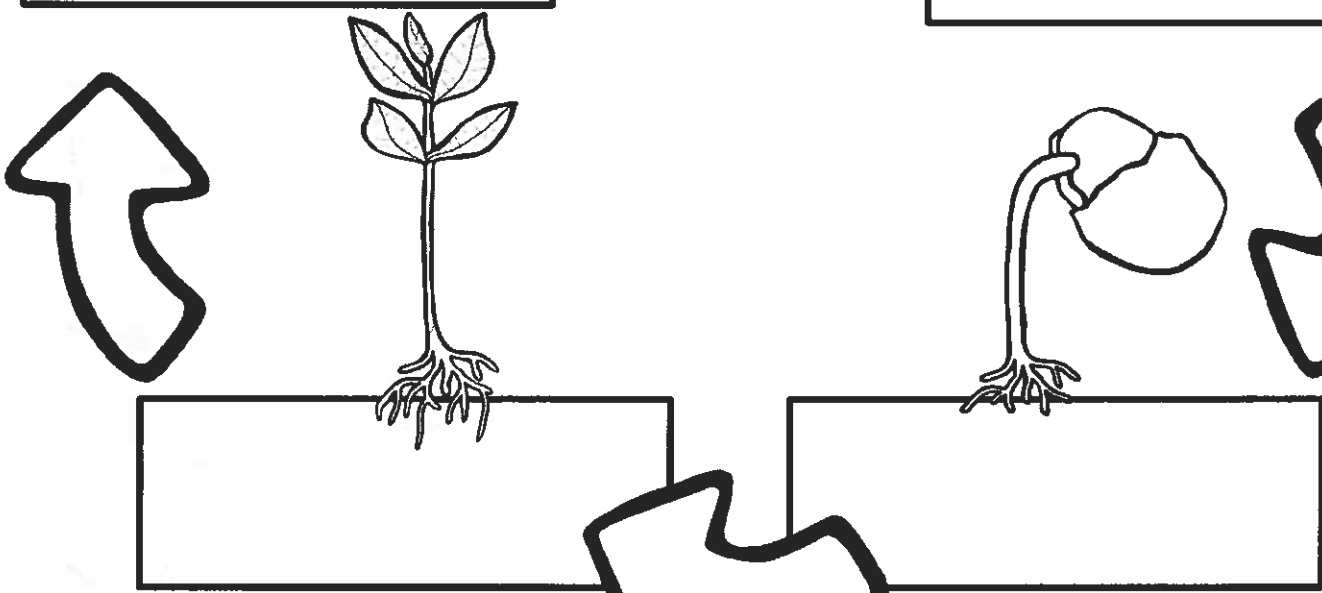
2. What do adult plants make?

Name: _____

Cut and glue each step in the life cycle.

Plant Life Cycle





©Tobin, 2015

Roots begin to grow underground.

This is a seed.

The sprout begins to grow out of the ground.

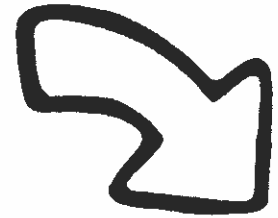
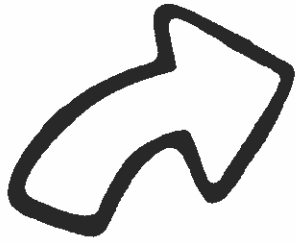
The adult plant begins to grow flowers.

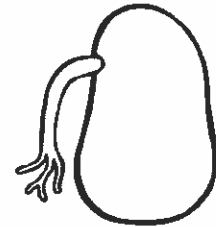
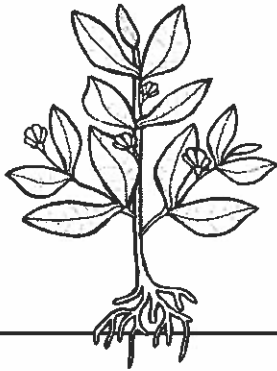
The sprout becomes a small seedling.

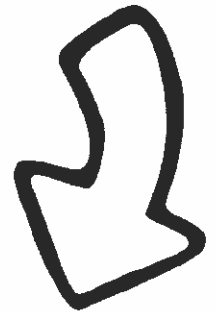
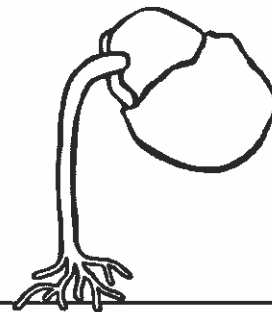
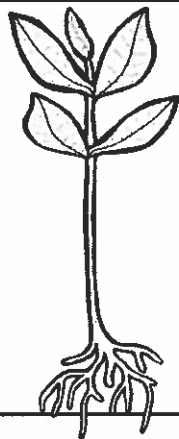
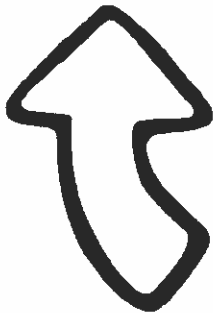
Name: _____

Write about each step in the life cycle.

Plant Life Cycle





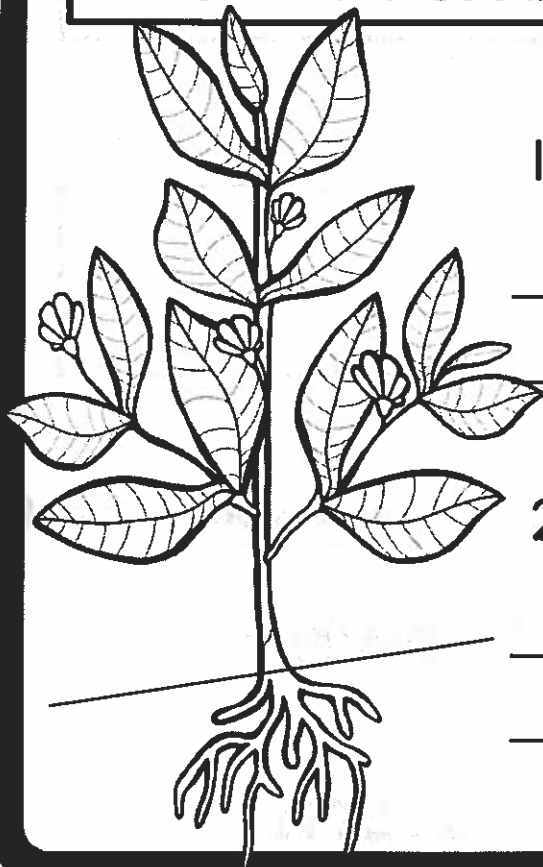




Name: _____

Plant Parts

All plants have main parts. A plant begins at the roots, which grow down in the soil. The roots hold the plant in place and gather food from the soil for the plant. Next, the plant has a stem. This acts like a straw. The stem moves water and nutrients around the plant. On the stem, there are leaves. Leaves take in sunlight and air to make food for the plant. Finally, there are flowers on most plants. These make seeds for new plants to grow.

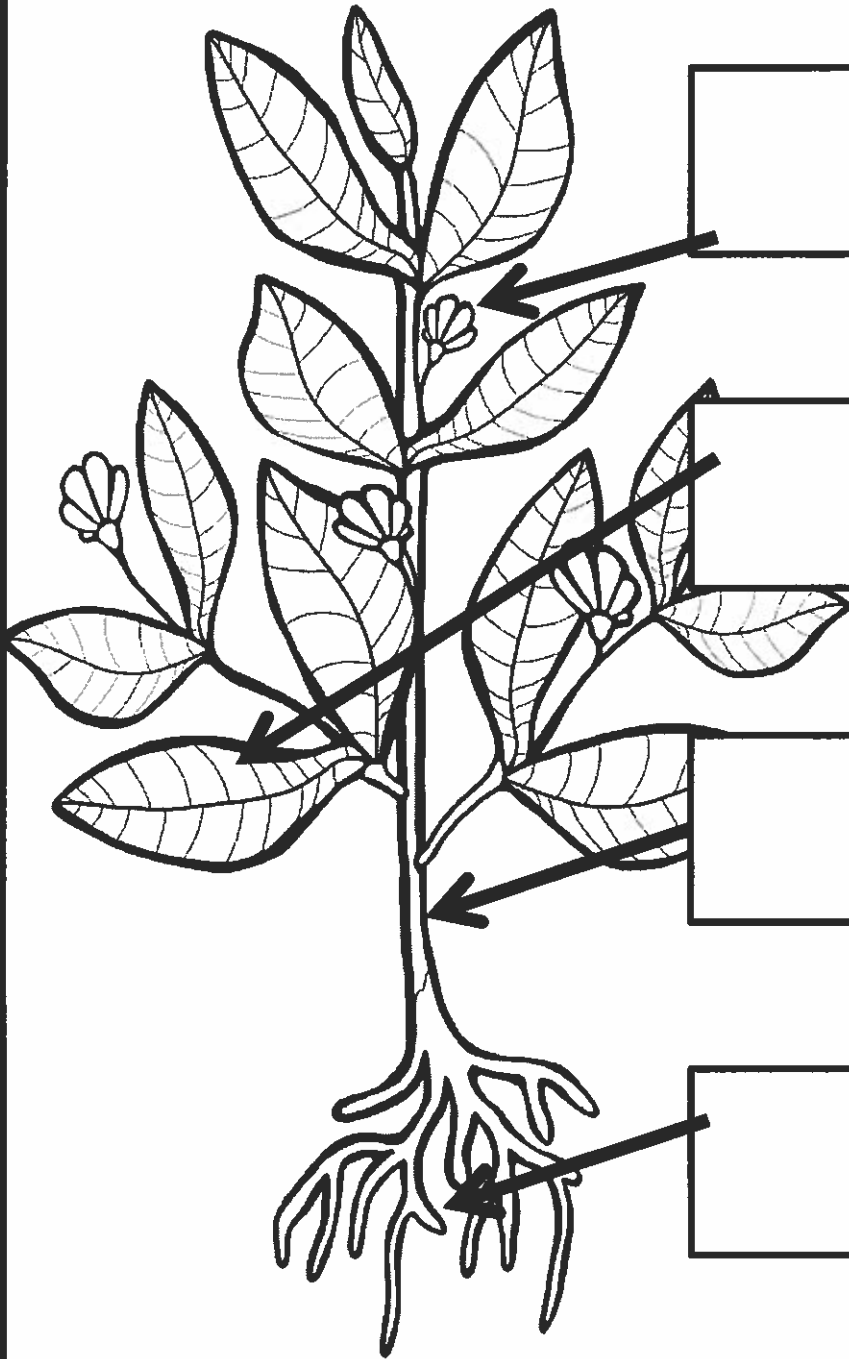


1. What is the purpose of the roots?

2. What do leaves do for the plant?

Name: _____

Plant Parts



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Roots

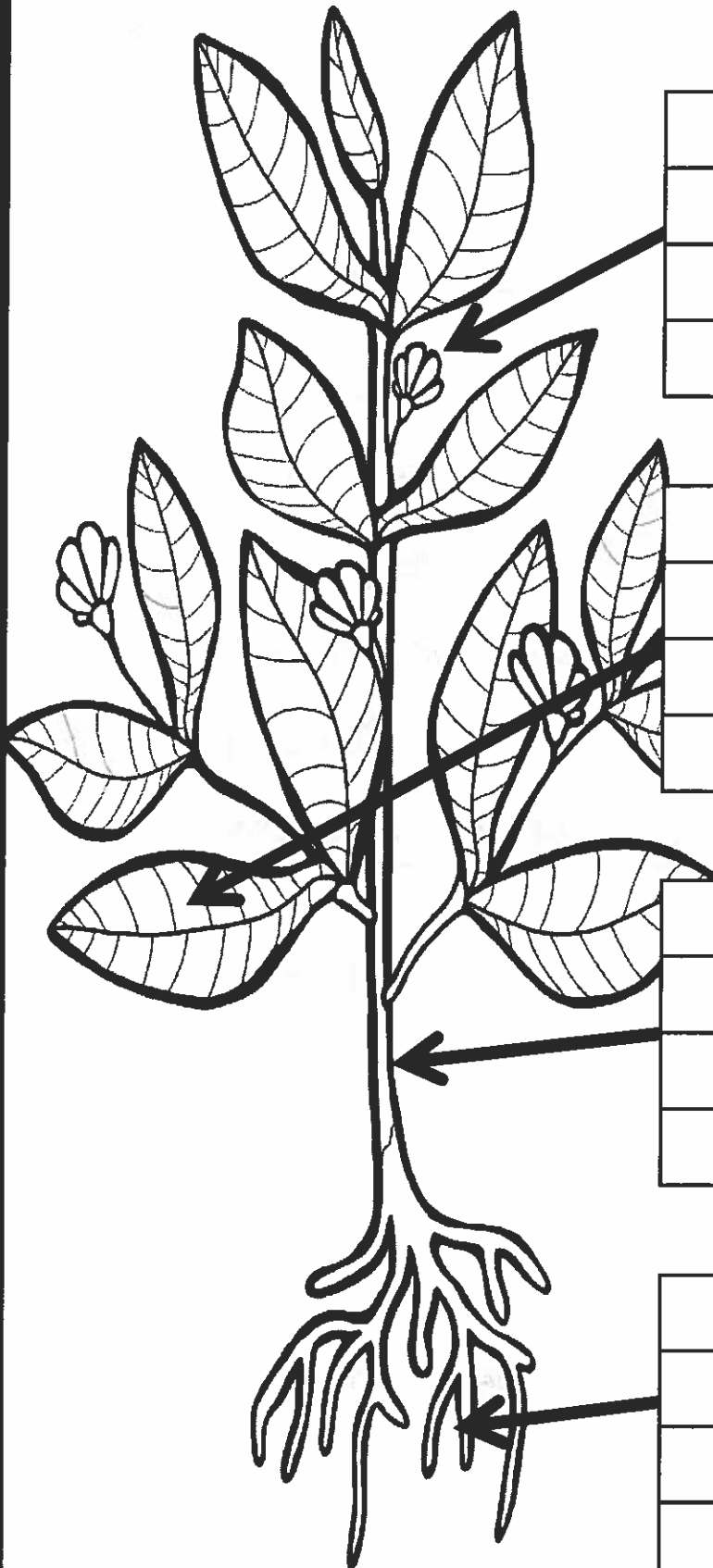
Flower

Leaves

Stem

Name: _____

Plant Parts



What does a flower do?

What do the leaves do?

What does the stem do?

What do the roots do?

Name: _____

Plant Needs

Just like humans, plants need certain things to survive. Plants need four basic things. They need water, air, nutrients (or food), and sunlight.

Without these four things, plants will not grow.

They collect water from soil, rainwater, or from the water that humans give them. They use their leaves to soak in sunlight. Plants collect their nutrients, or their food, from the soil. Most plants need space as well. They need space to grow.



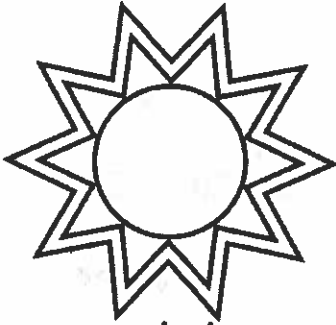
1. What are four things that plants need?

2. How do plants get water?

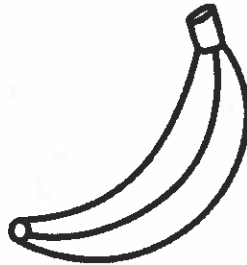
Name: _____

Plant Needs

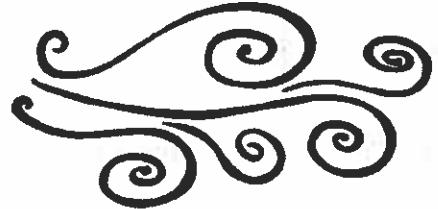
Circle what a plant needs.



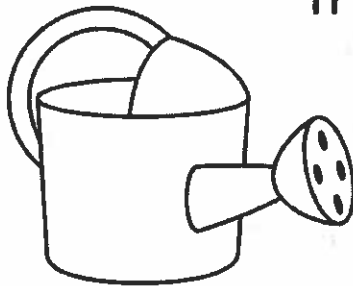
sunlight



fruit



air



water



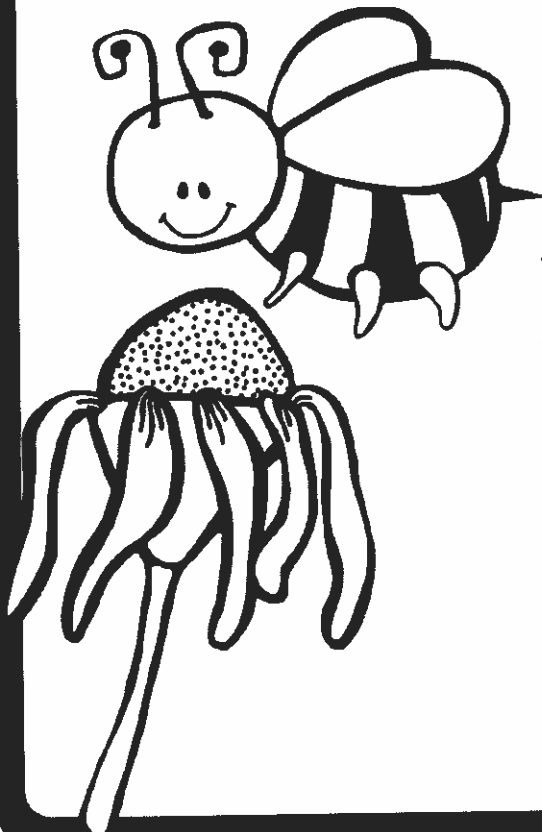
sunscreen

Write about what you circled and why a plant needs it.

Name: _____

Pollination

One way that new plants grow is pollination. Pollination is a big word to explain how an insect or wind can help spread pollen. One way pollination can occur is when a bee lands on a flower. When the bee lands on the flower, it gets pollen on its body. When it flies away, pollen can fall onto other plants or it will come off of the bee when it lands on another flower. Most plants need pollination in order to grow and make new plants.

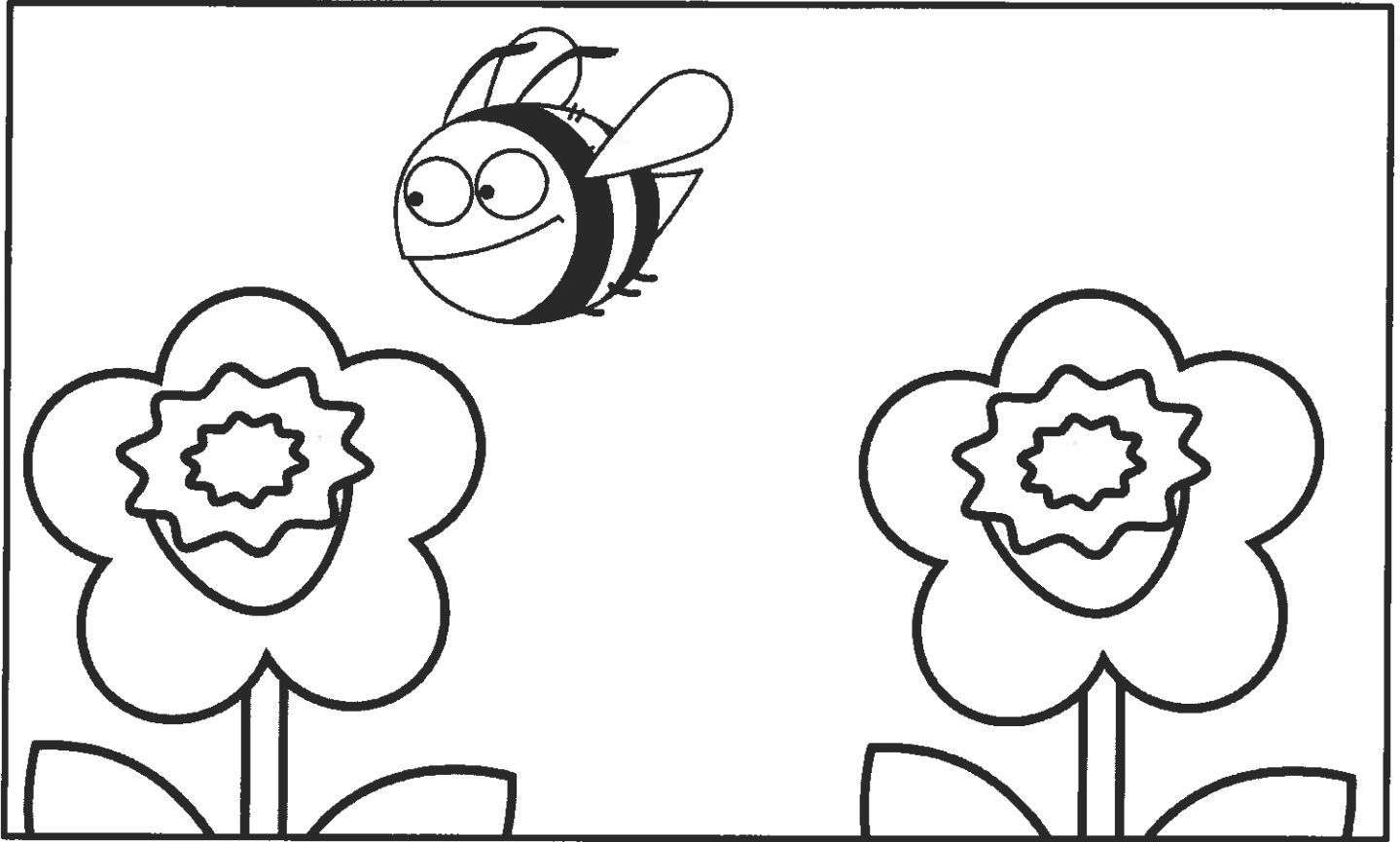


1. What is pollination?

2. How can a bee spread pollen?

Name: _____

Pollination



Describe how a bee can help with pollination.

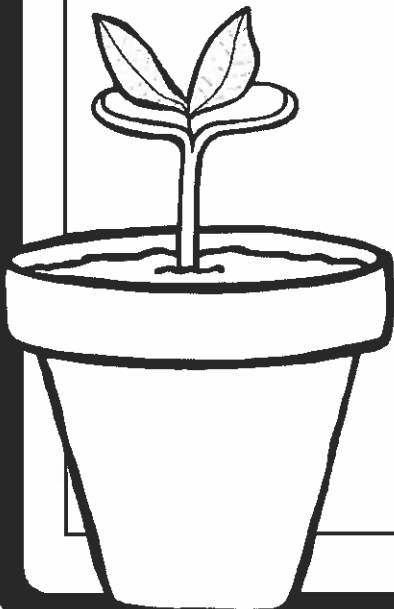
Name: _____

Plants

need

have

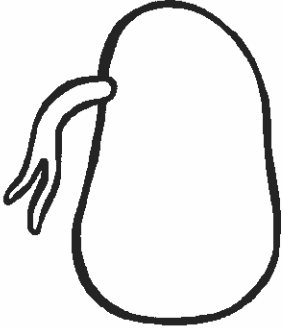
are

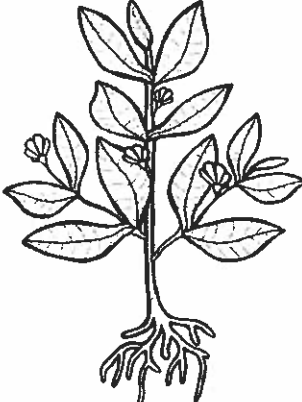


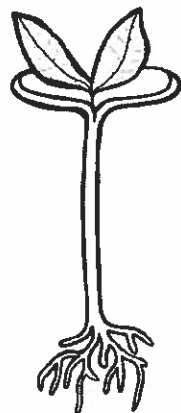
Name: _____


Plant Vocabulary

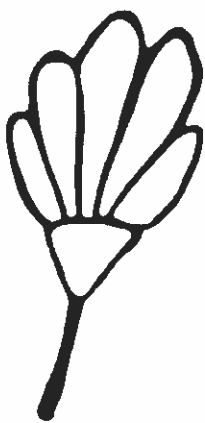
Circle the word that the image shows.

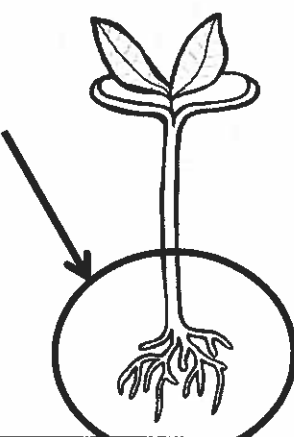
	seed
	adult plant
	stem

	sprout
	adult plant
	roots

	seedling
	sunlight
	leaf

	flower
	adult plant
	sprout

	flower
	roots
	stem

	flower
	stem
	roots

Name: _____

Plants

sunlight

flower

space

stem

pollination

leaves

roots

water

parts


All plants need  in order to grow.

Plants collect  through their leaves.


The  soak up water from the soil.

Then the  carries the water throughout the plant.

Plants need  so that they can grow big roots and leaves.

All plants have four , which are the stem, roots, leaves, and flowers.

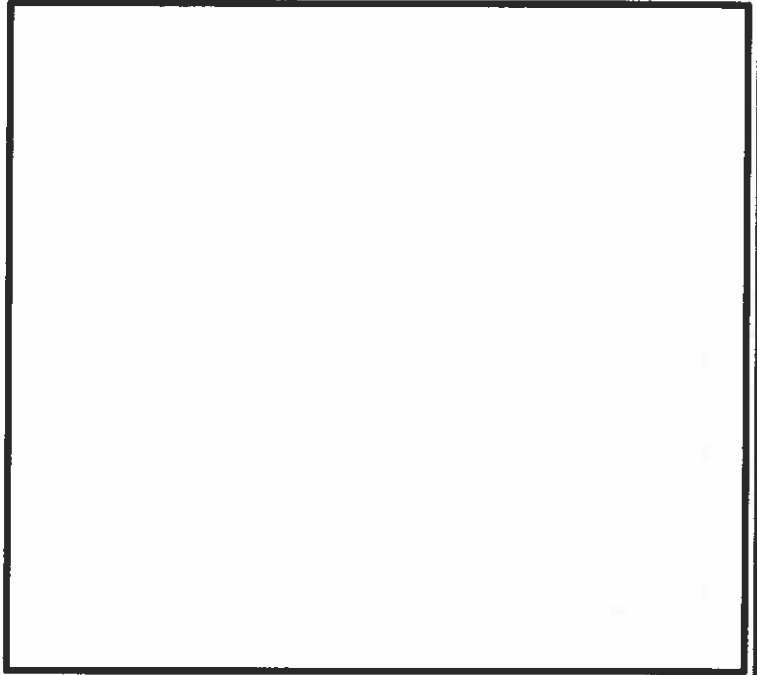
The  is the part of the plant that grows new seeds.

 is a process that bees and wind help flowers with when making new plants.

Name: _____

Plants

Write an informational magazine article about plants.



Name: _____

Why should people take care of plants?



Name: _____

Plants

Facts

Opinions



©Tobin, 2015

Everyone should plant a tree today.

Plants need water and air to live.

Growing a plant would be a fun activity.

Plants are important for humans and animals to live.

Plants are the coolest living things.

Plants have roots and stems.

Plants can grow all over the world.

No one should pick flowers.

Plants give off oxygen for humans to breathe.

Name: _____

Plants Write or Draw

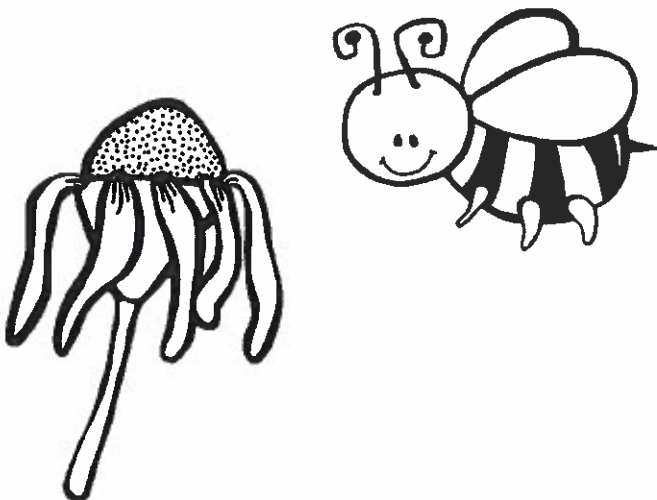
Illustrate this sentence.

A plant has roots, a stem,
leaves, and a flower.

Illustrate this sentence.

Beth likes to water her
plants twice a day.

Write a sentence for the picture.

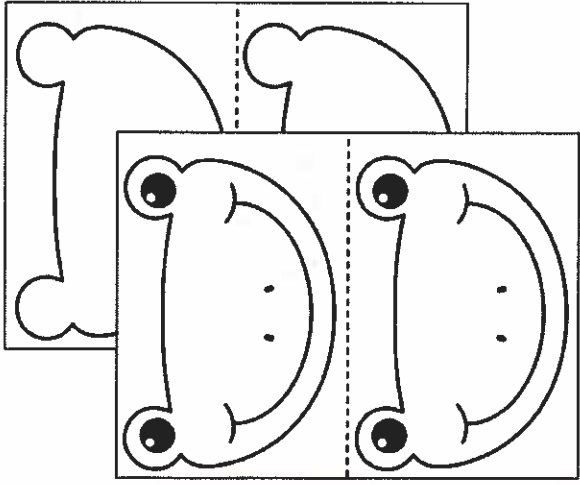


Write a sentence for the picture.

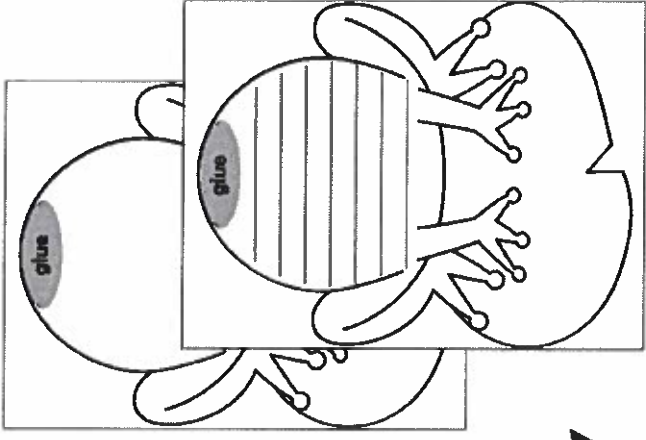
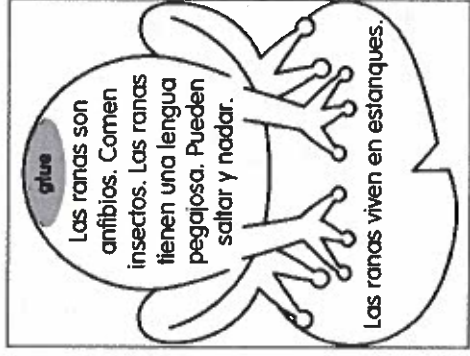
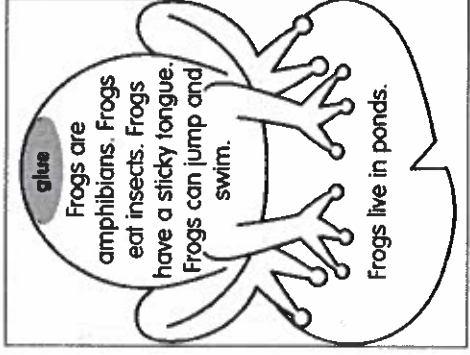


This is a science lapbook that you can use with your k-6 grades because it can be easily adapted.

Just choose the part that you need.



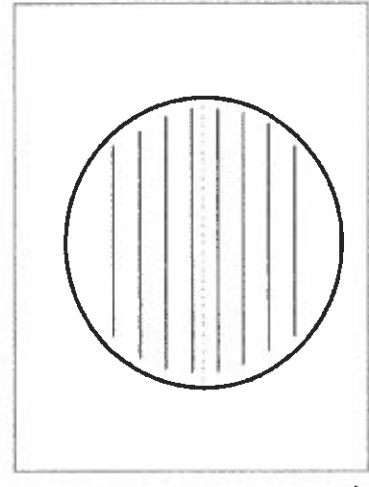
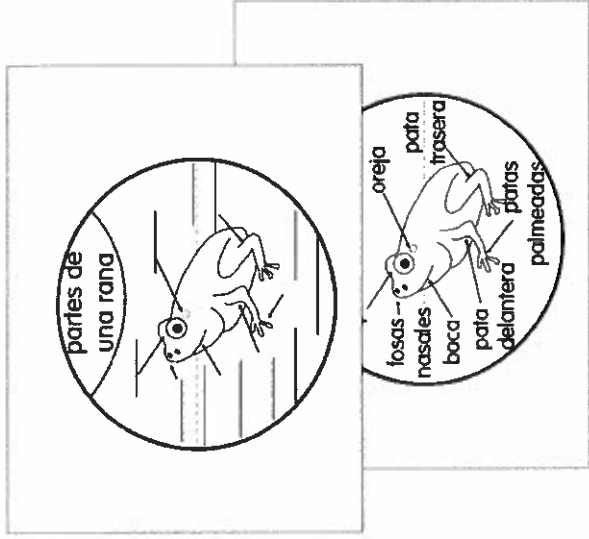
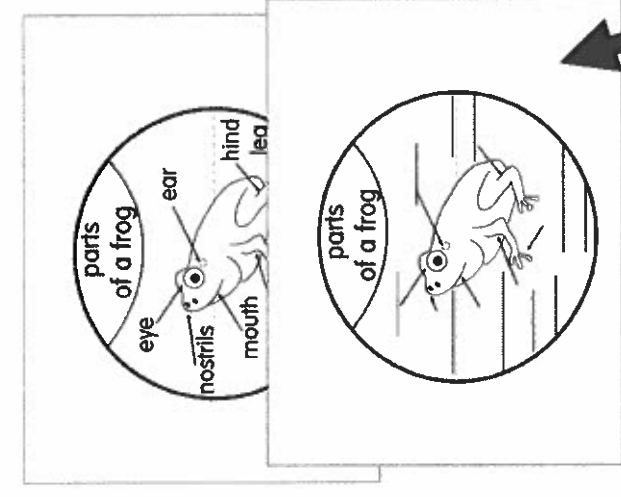
This one is on top.



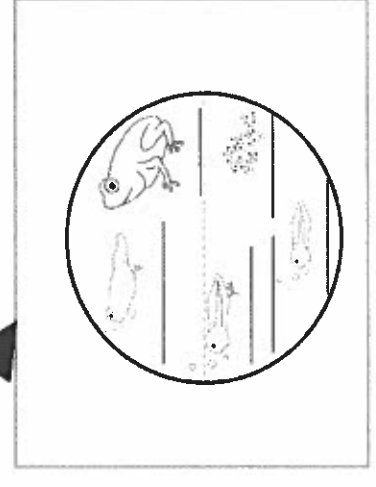
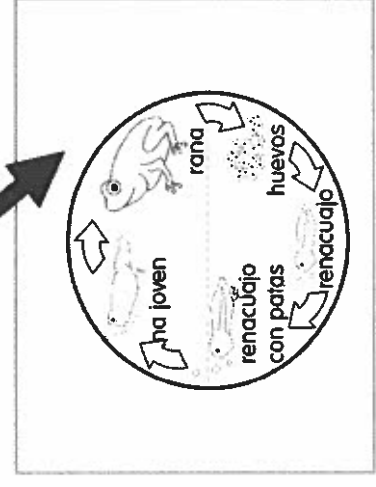
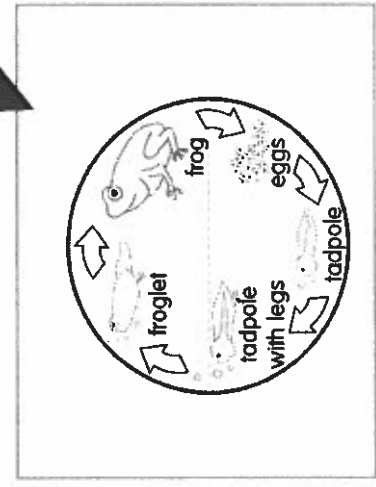
You can choose between Spanish, English and blank (your students can write the words).

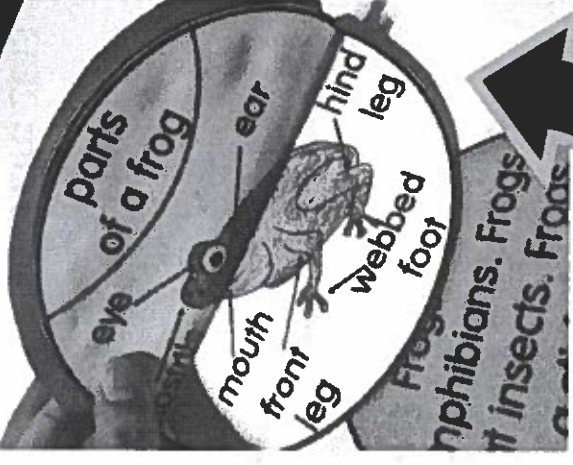
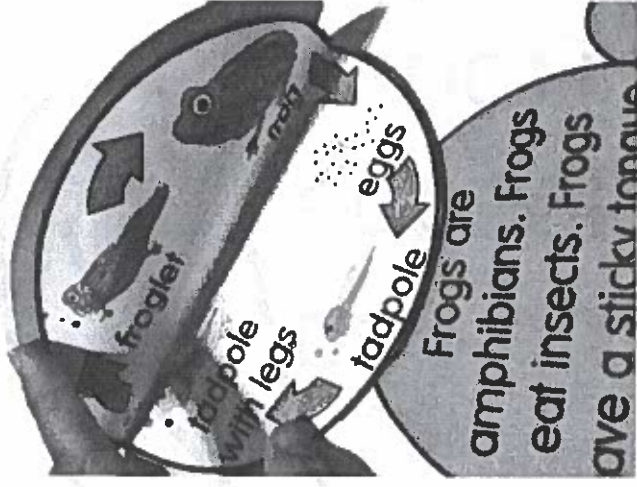
This is the basic craft. But you can add some other parts to complete it.

If you want to include parts of the frog and lifecycle you can just print the ones that you need and glue them at the back of the frog head.



You can choose between Spanish, English and blank (your students can write the more facts).

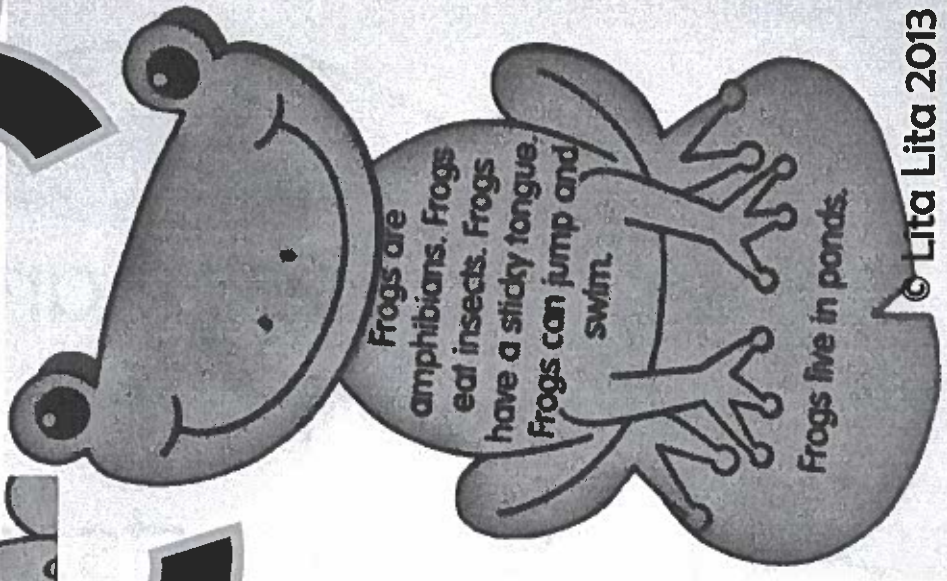




Once you glue all the parts together you have a mini-book under the frog's head and some writing space on the body.

I printed body and heads onto green paper and the other parts onto white paper.

If you need more information on how to assemble it you'll find the at the end,





glue

Frogs are
amphibians. Frogs
eat insects. Frogs
have a sticky tongue.
Frogs can jump and
swim.

Frogs live in ponds.

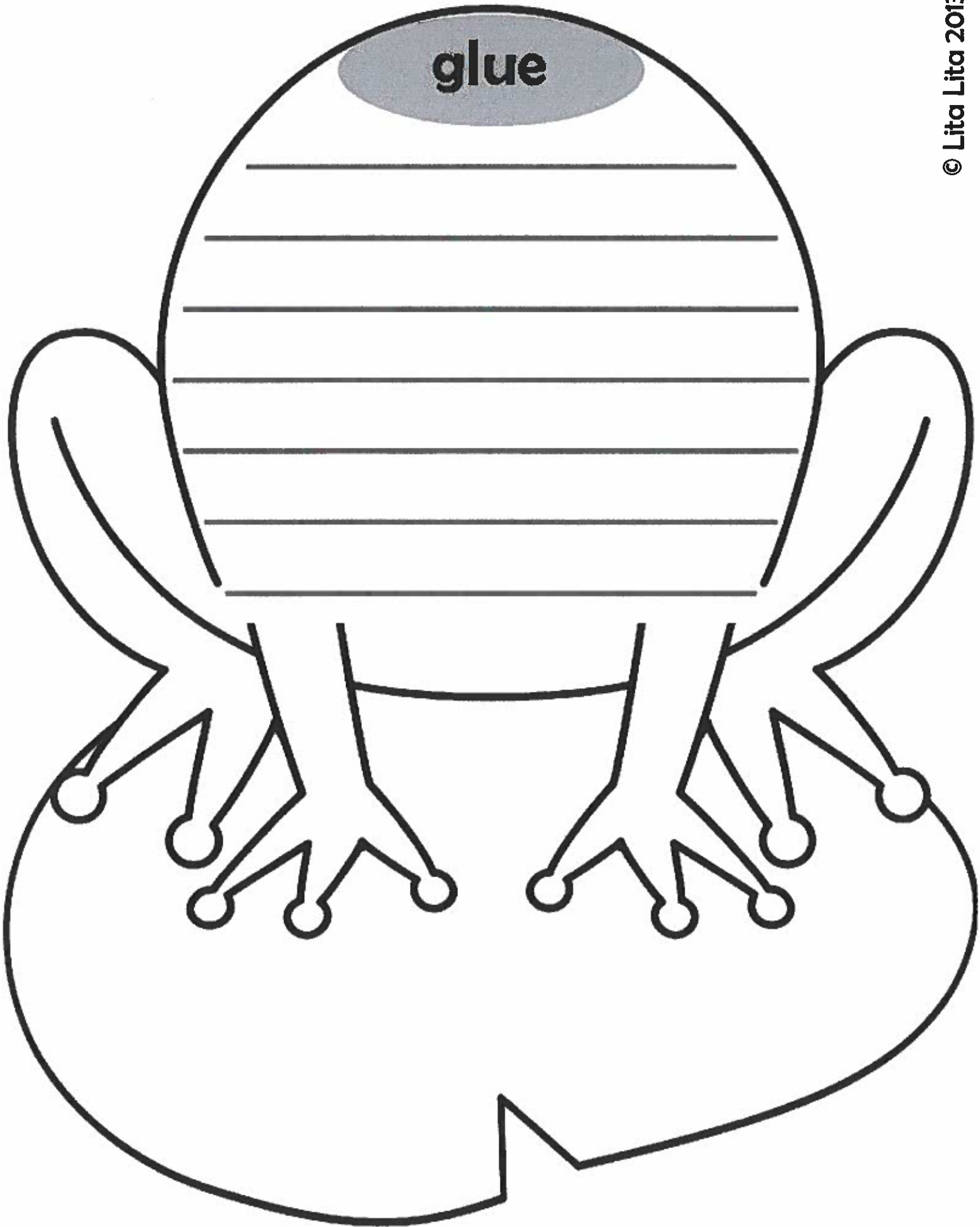


glue

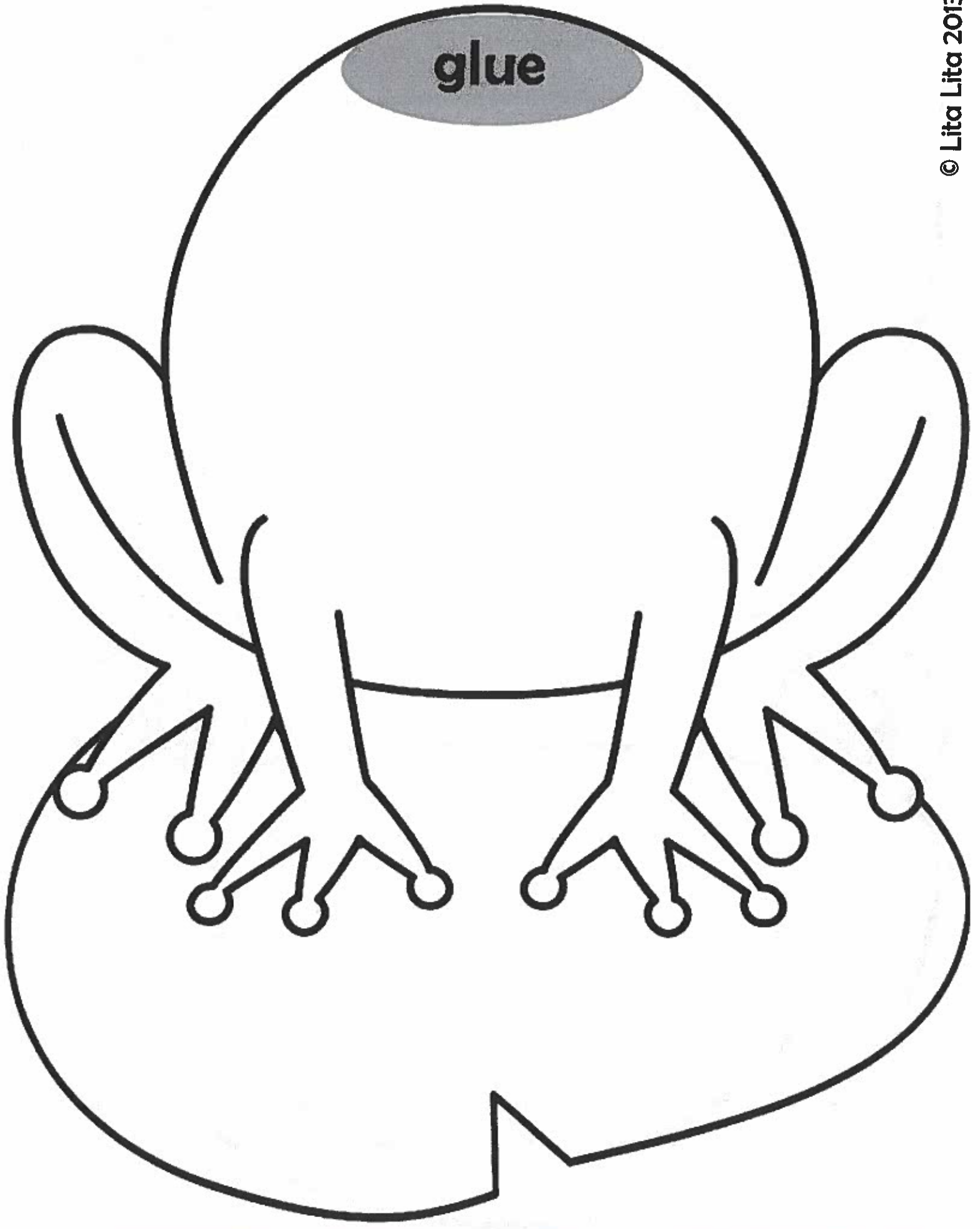
Las ranas son
anfibios. Comen
insectos. Las ranas
tienen una lengua
pegajosa. Pueden
saltar y nadar.

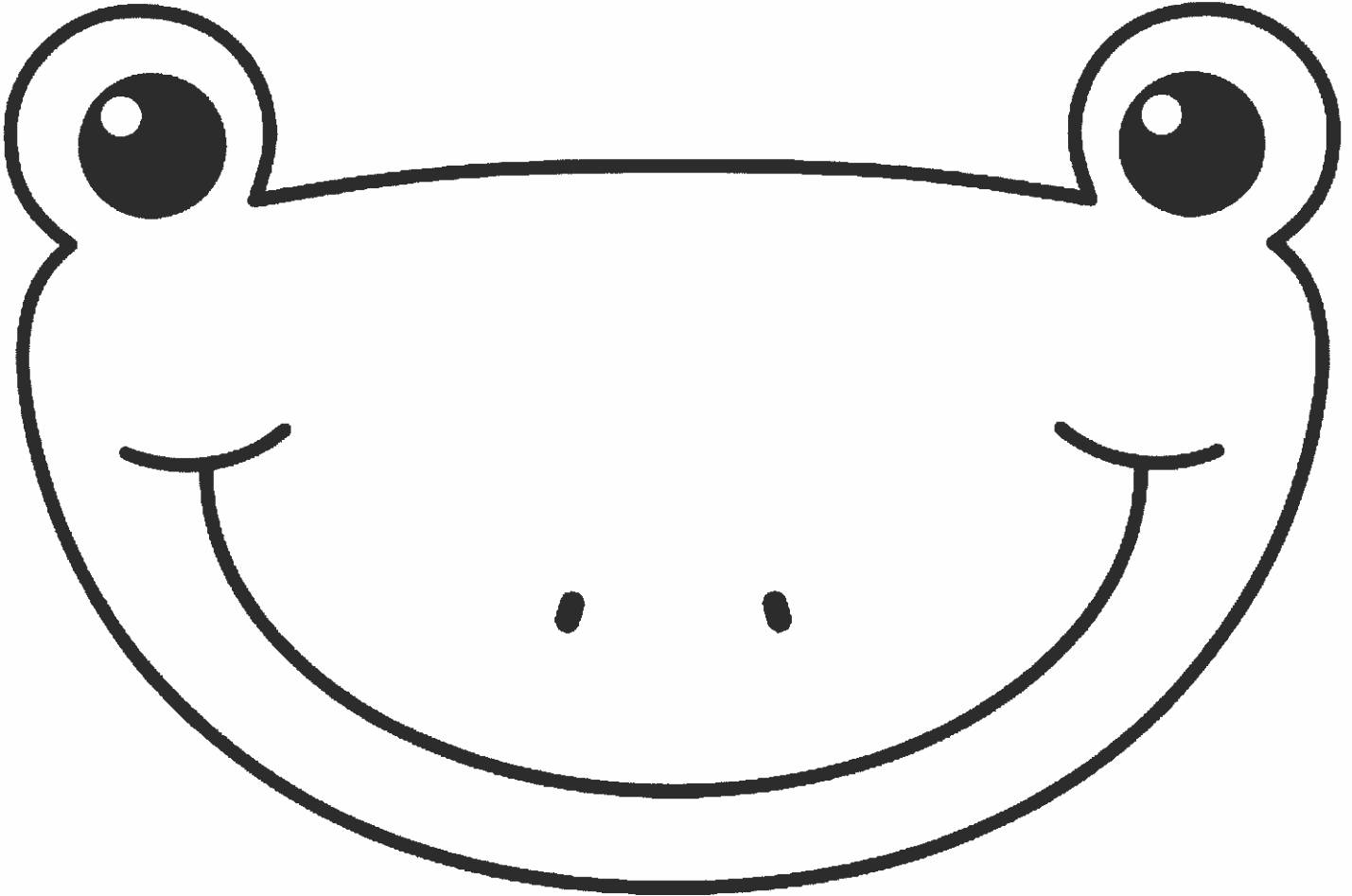
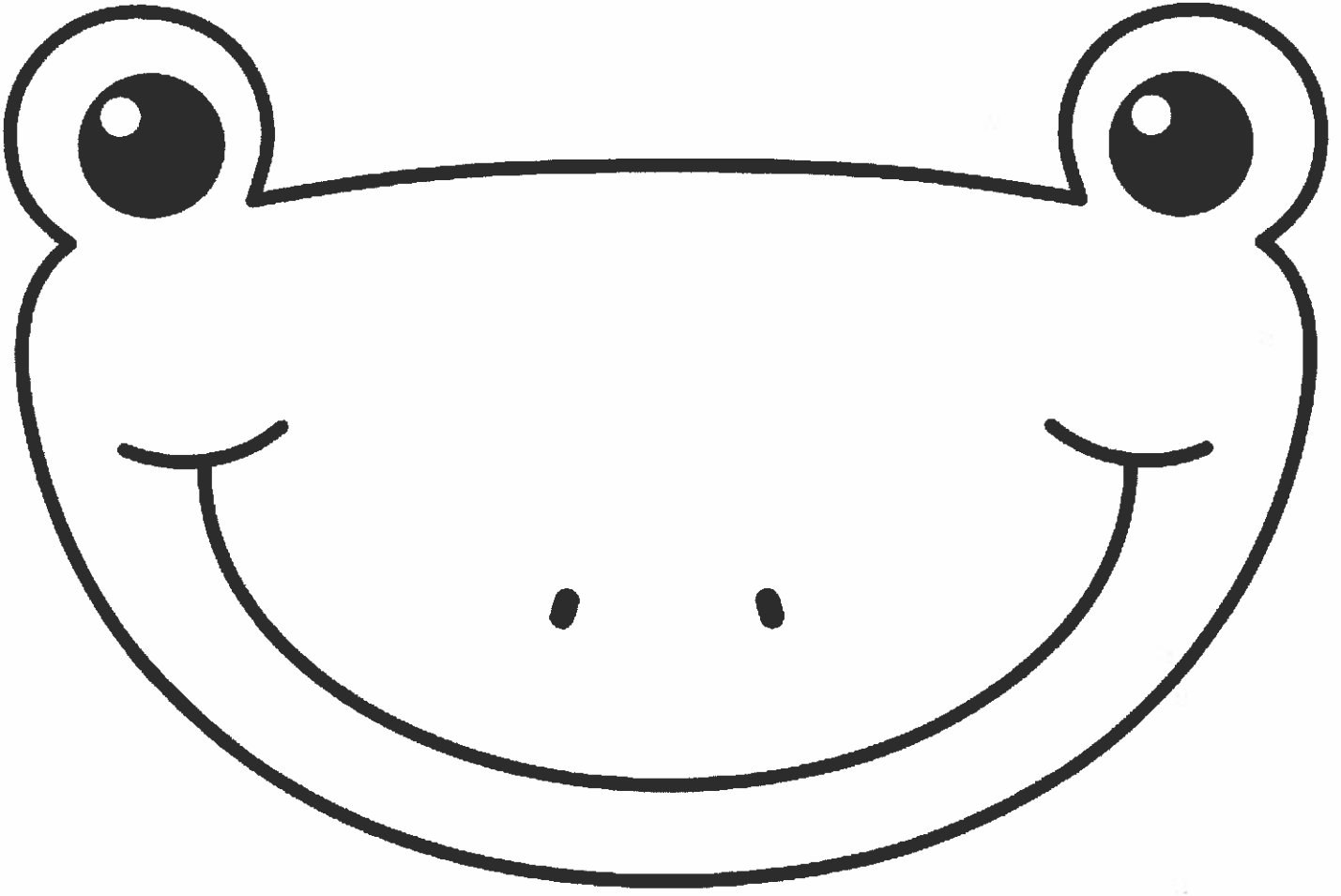
Las ranas viven en estanques.

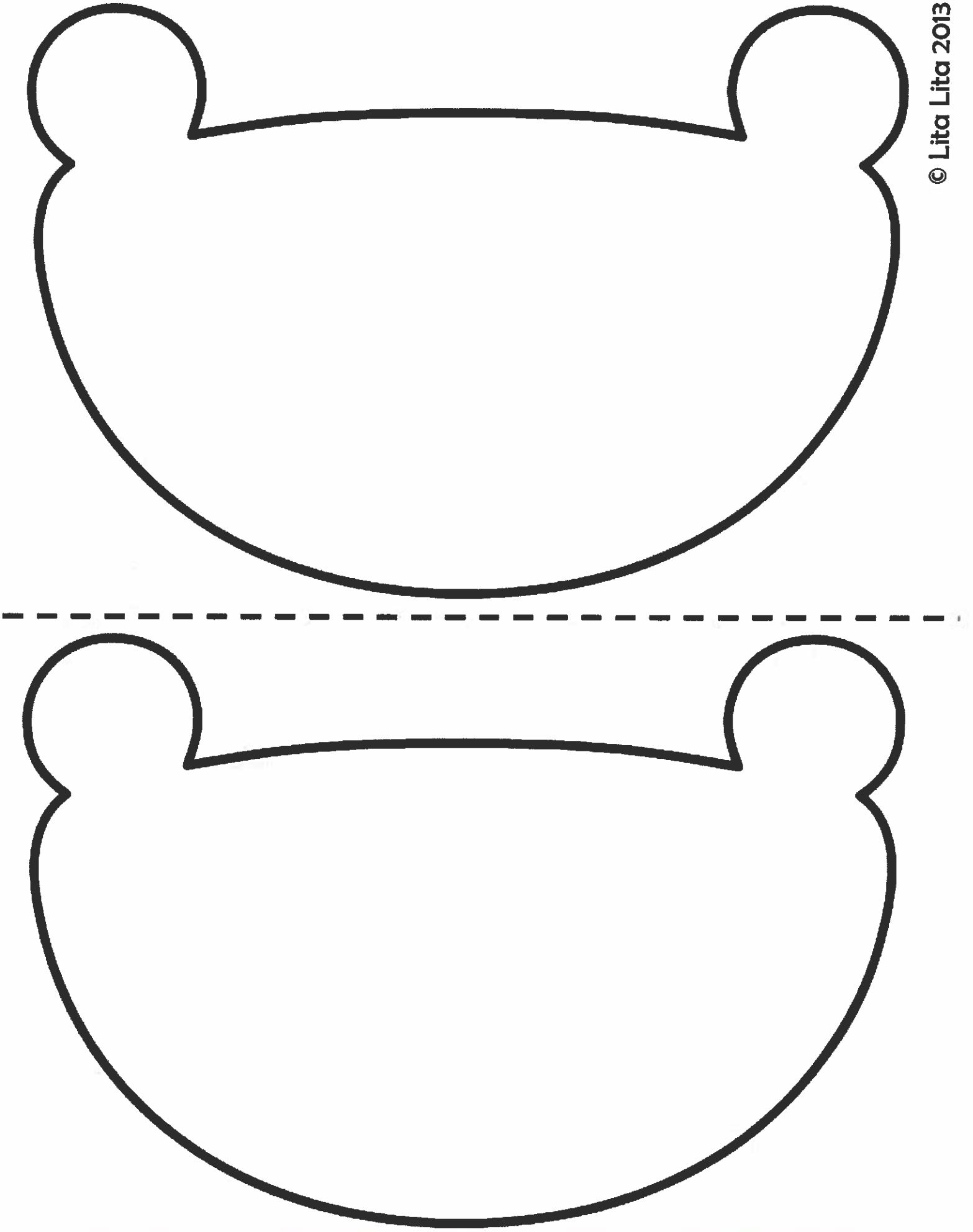
glue

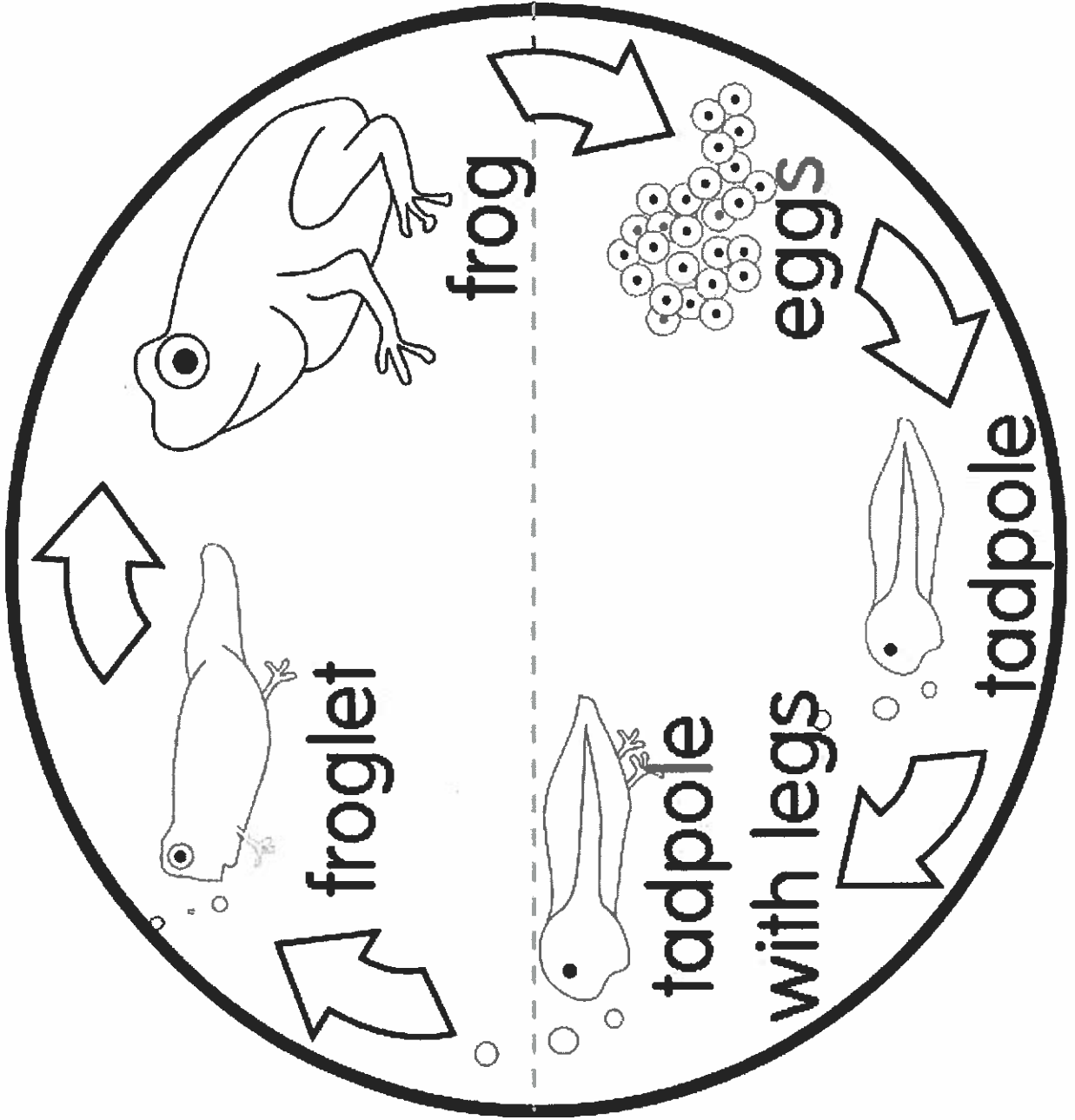


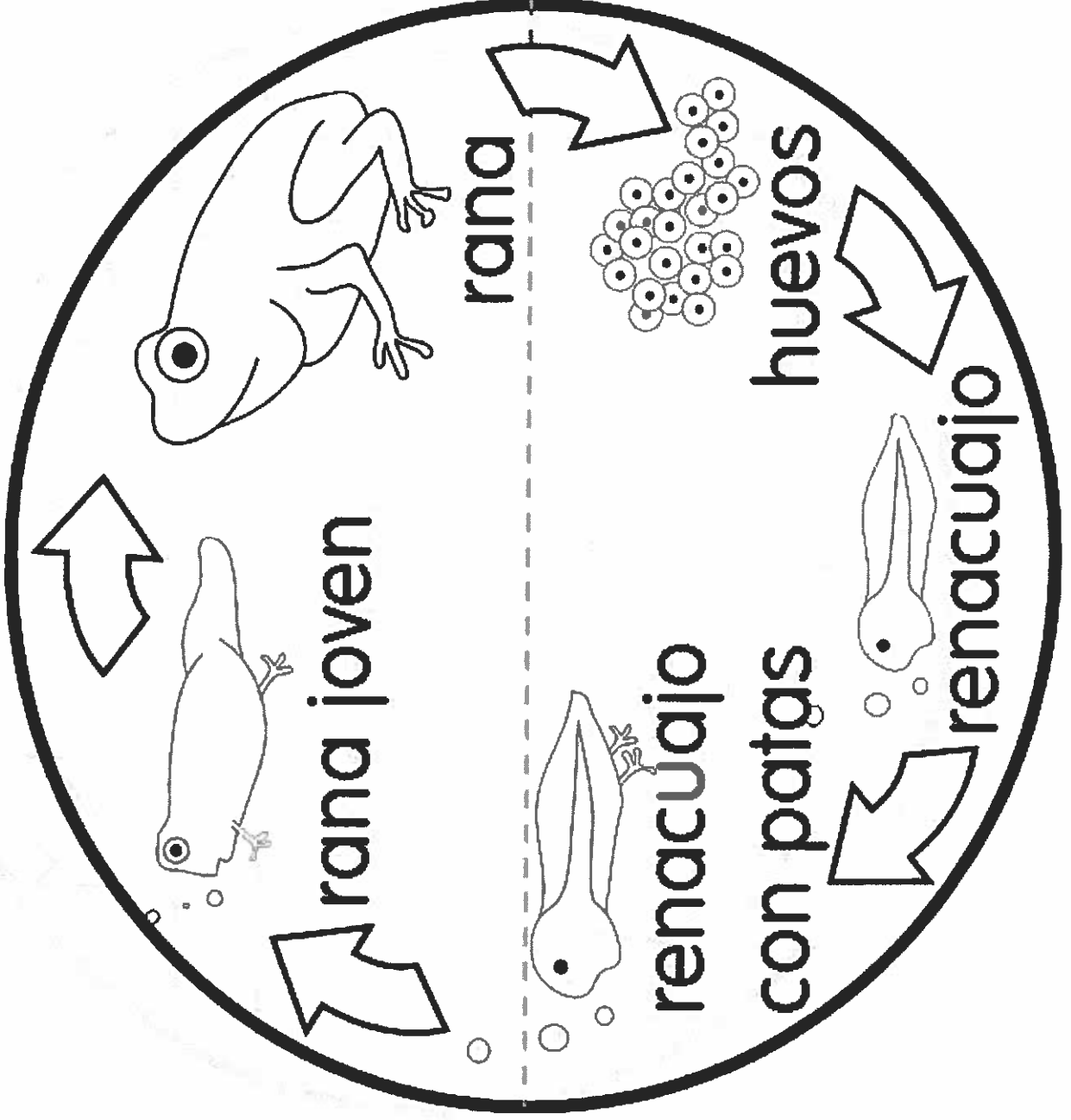
glue

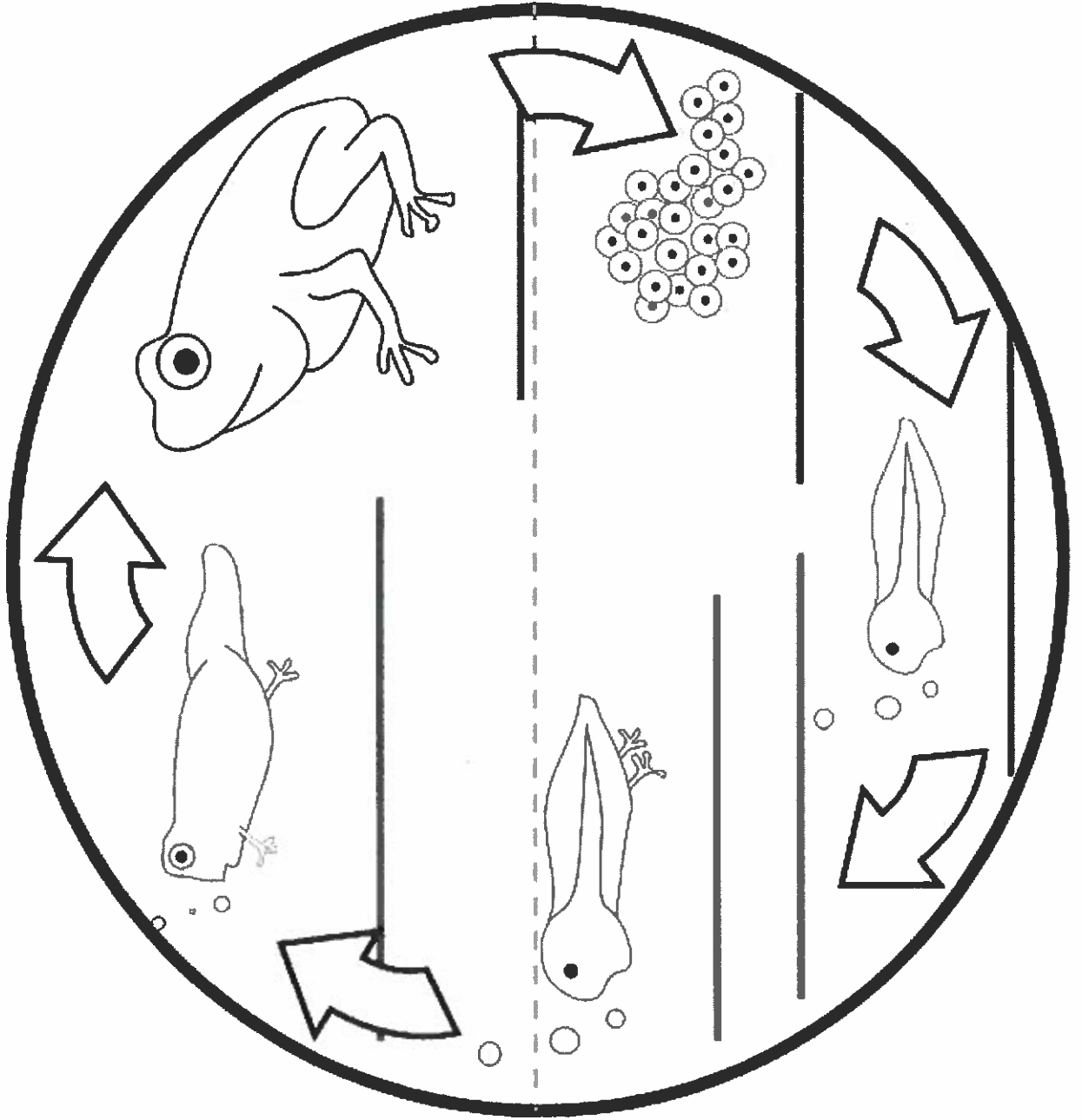


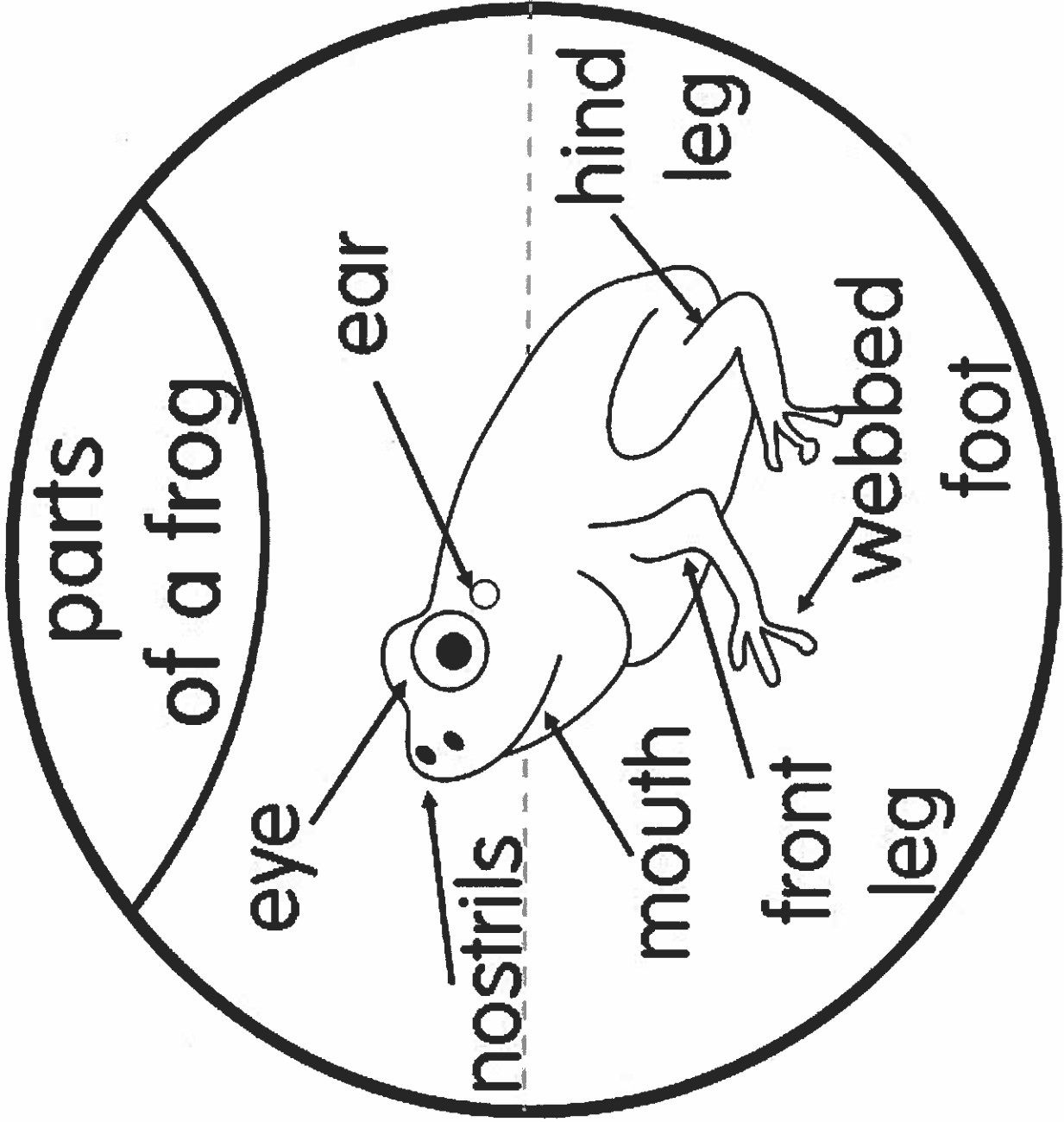


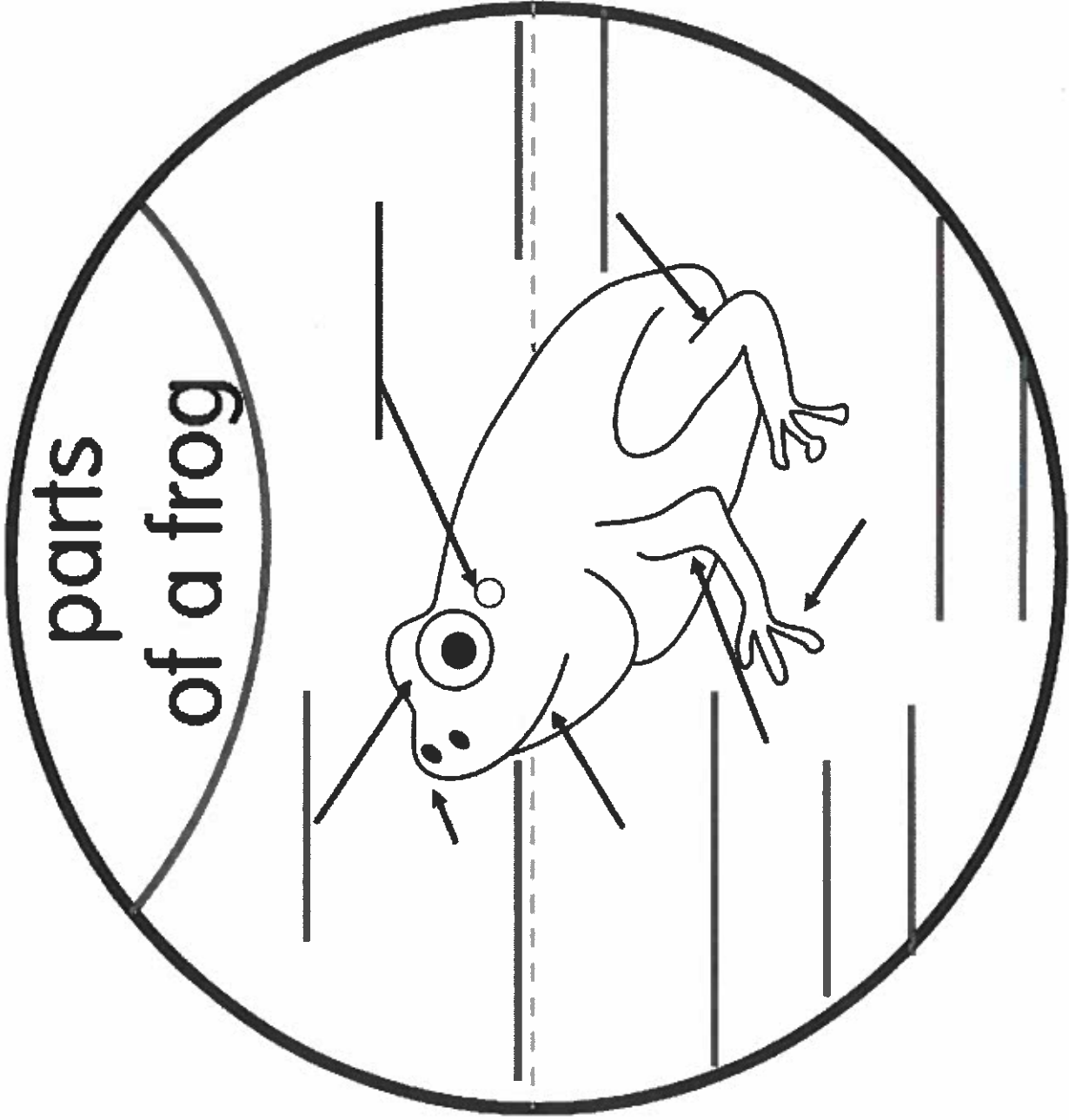


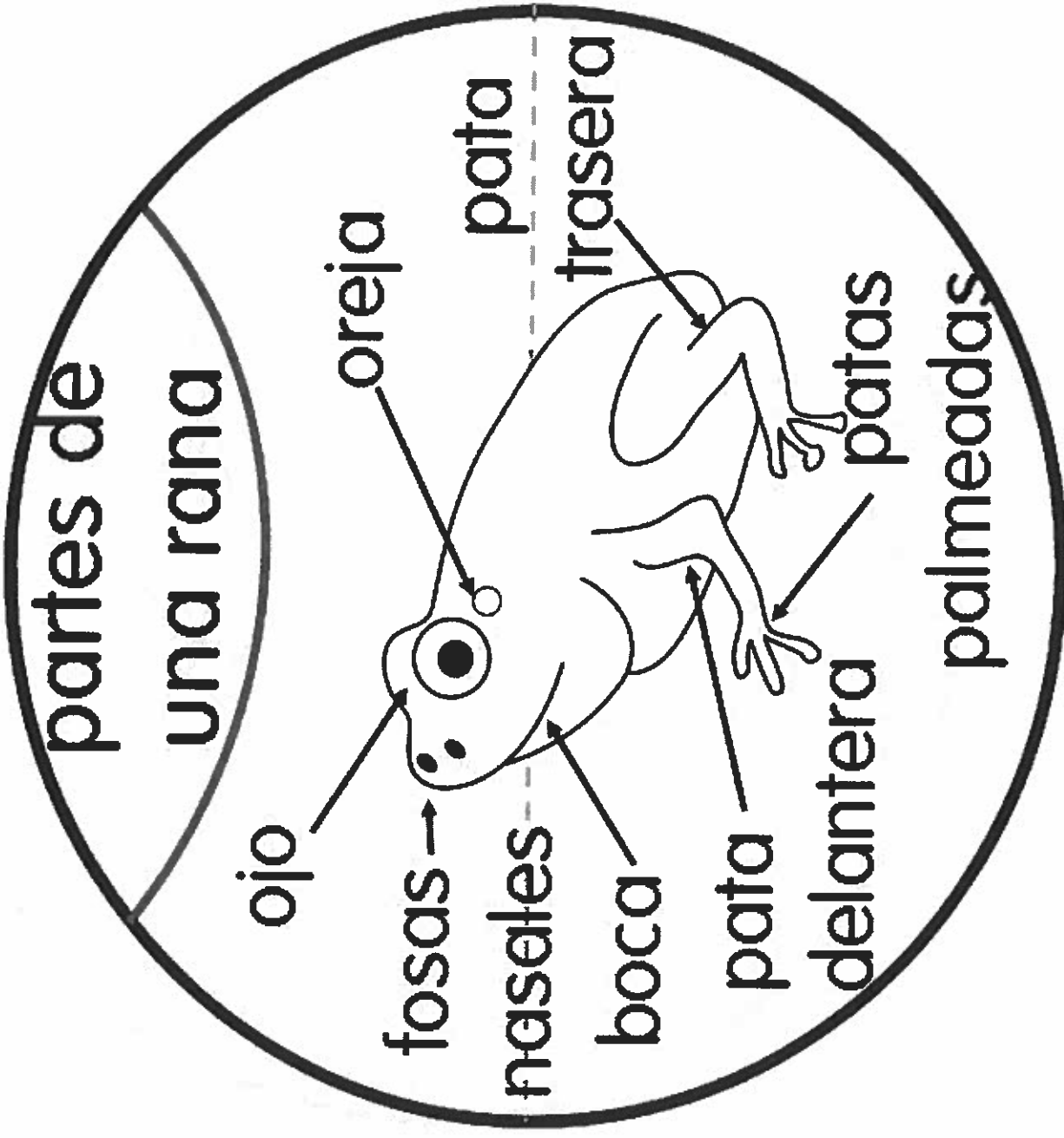




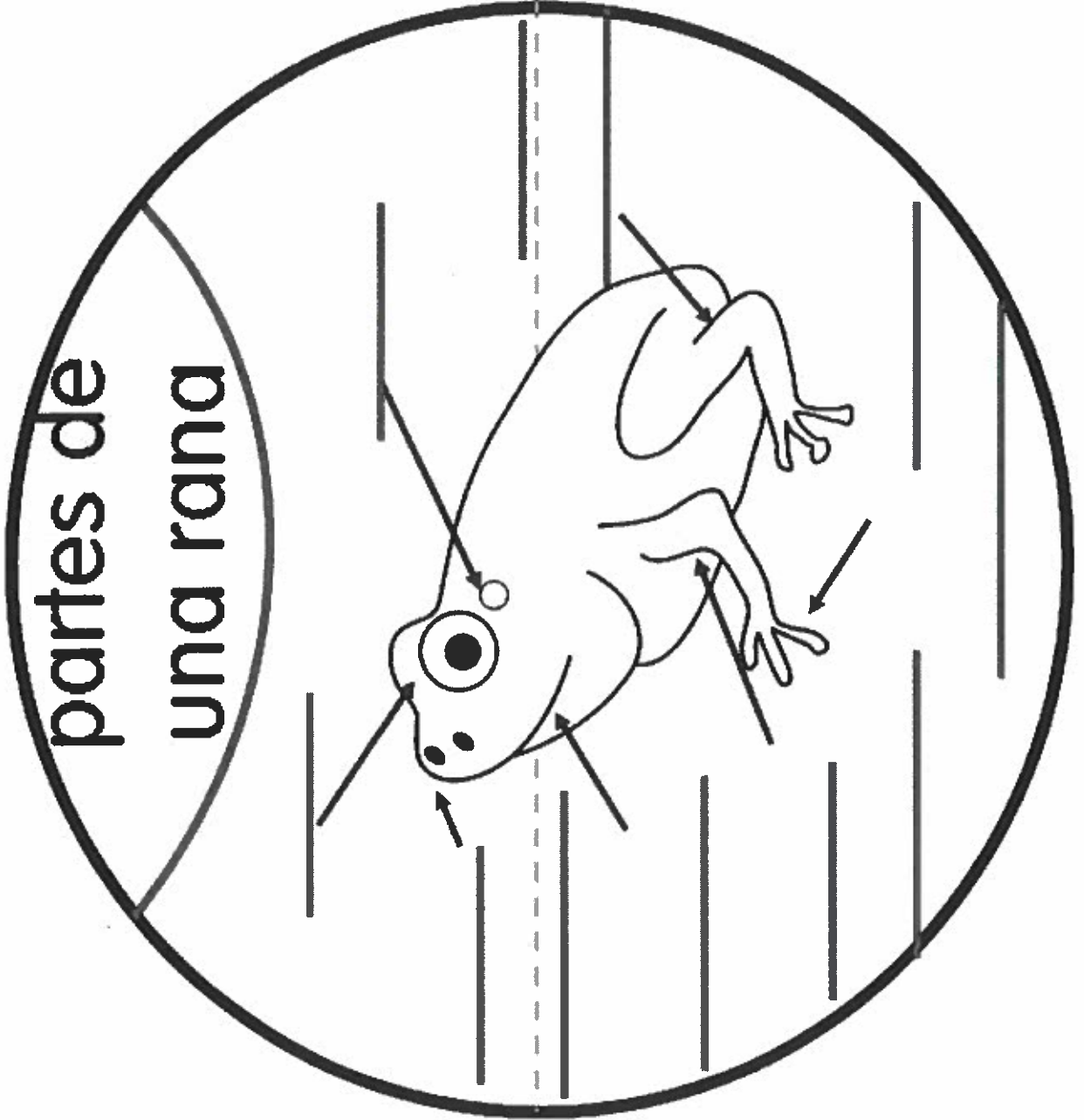


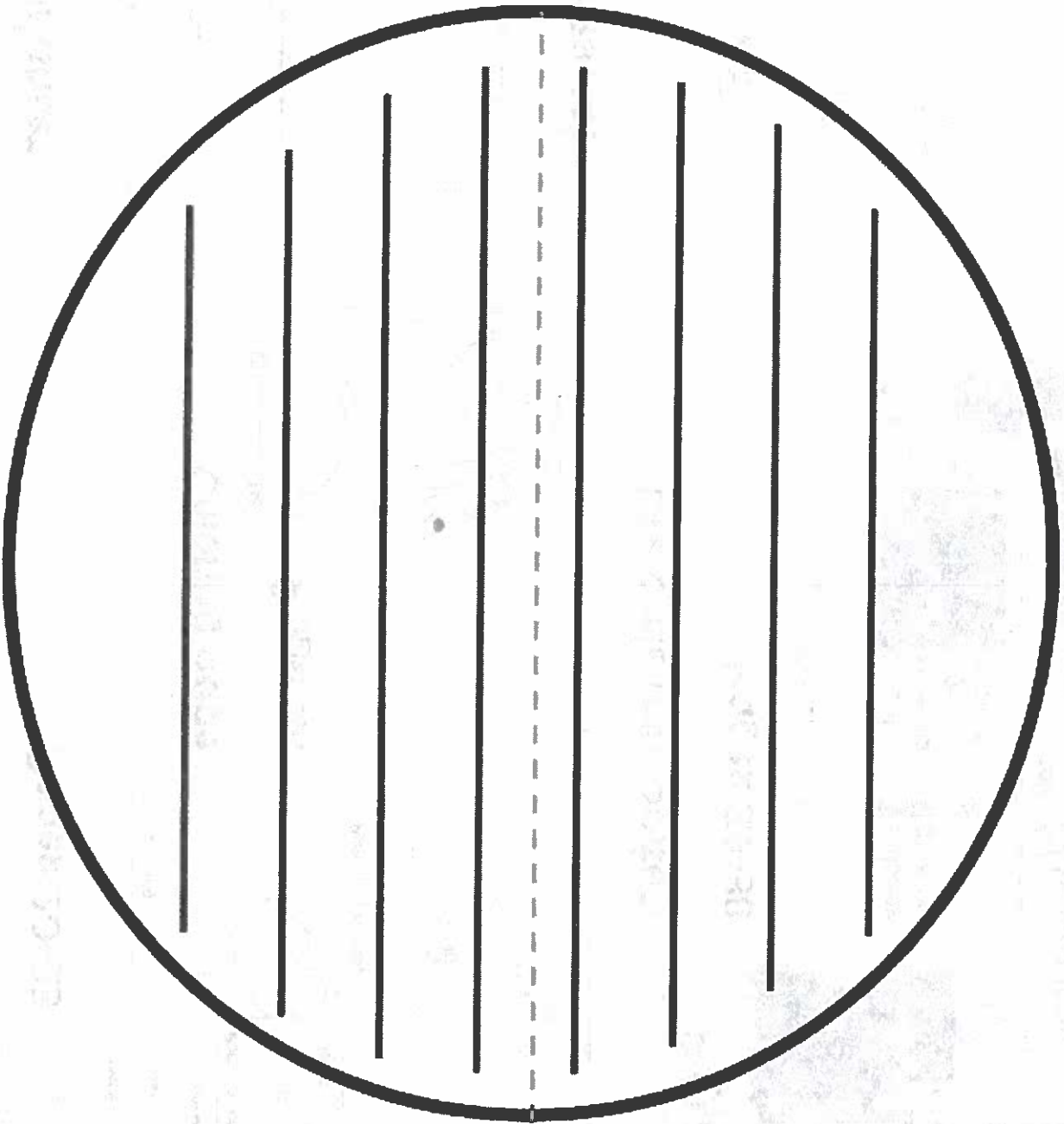






partes de
una rana

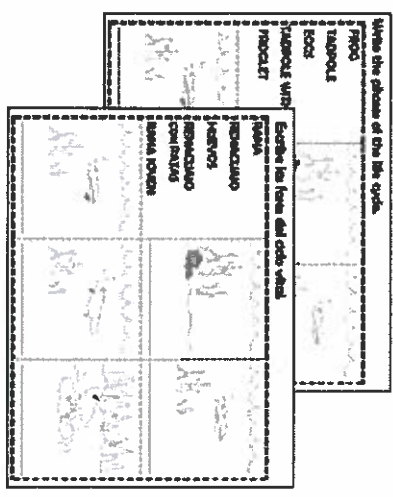




You can also find some worksheets:

Life cycle worksheets

Pages: 24-26



Frog facts worksheets

Pages: 26-27

DATOS de RANAS

Los ranas son _____
 Los ranas pueden _____
 Los ranas viven _____
 Los ranas comen _____
 Los ranas tienen _____

Frogs are _____
 Frogs can _____
 Frogs live _____
 Frogs eat _____
 Frogs have _____

CTS

Frog worksheets

Pages: 20-23

Parts of a frog

Parts of a frog

Parts of a rana

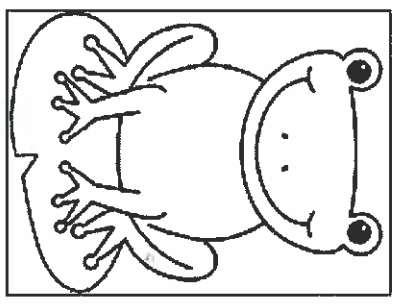
Parts of a rana

Parts of a rana

eye
 nostrils
 mouth
 front leg
 hind leg
 ear
 ojo
 fosos
 oreja
 patas
 patas delanteras
 patas posteriores

Coloring page

Page: 28



Life cycle mini posters

Pages: 29-38

eggs

The frog lays thousands of eggs.

La rana pone miles de huevos.

Tadpoles grow legs.

Todpoles use their tails to swim.

La cola desaparece y puede vivir debajo del agua.

Tadpoles disappear and the frog can live out of the water.

renacuajos

Tail

per

po

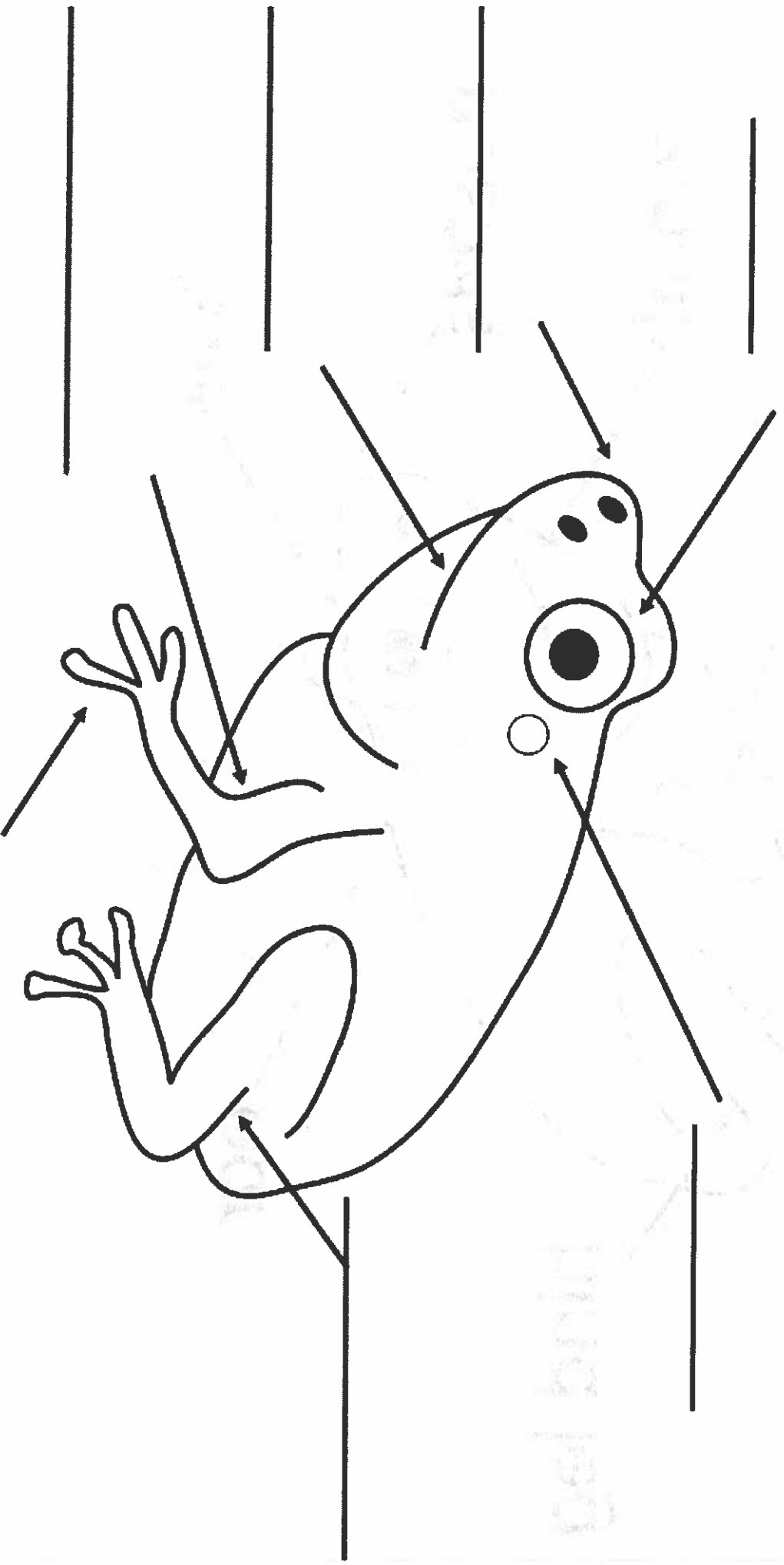
eg

eggs

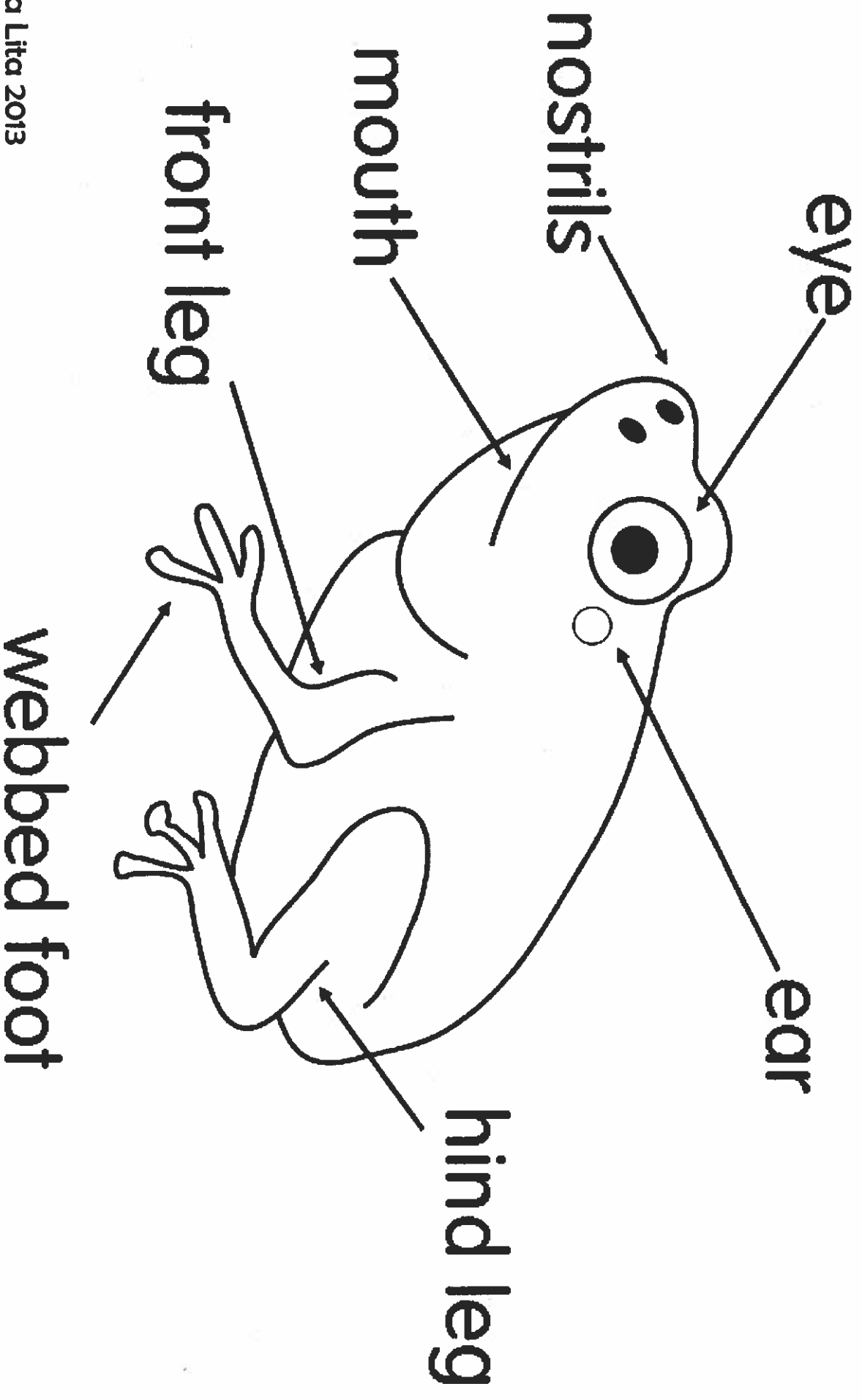
eggs

eggs

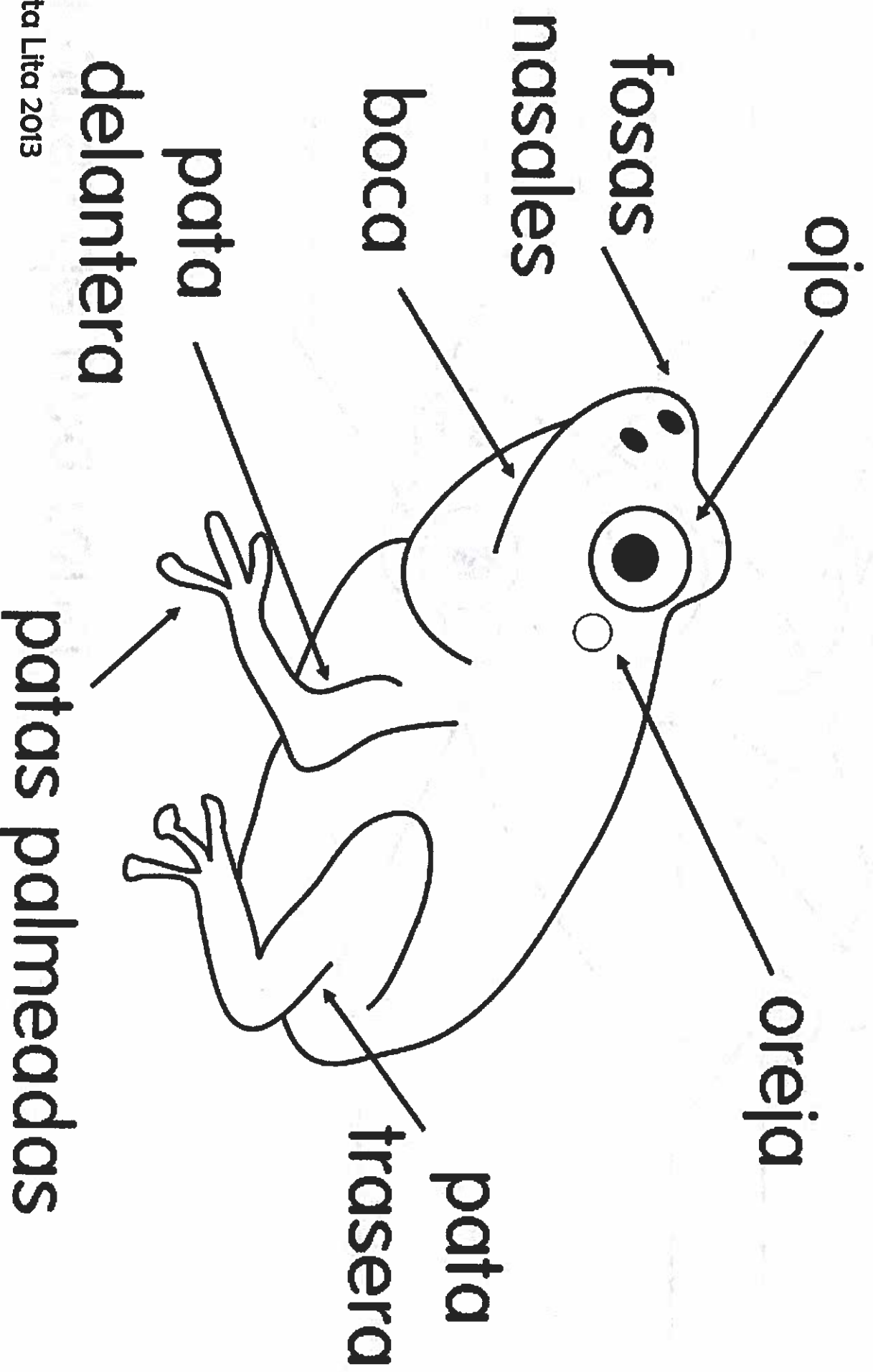
Parts of a frog



Parts of a frog



Partes de una rana



Partes de una rana

