

SE05

Library

Objective 2

Establishes and sustains positive relationships

b. Responds to emotional cues

Related Objectives: 1a, 8a, 9a, 11a, 12b, 18a

Character Feelings

What You Do

Materials: books in which the characters experience a range of emotions, e.g., anger, happiness, and sorrow

Background: Learning to recognize and respond to the emotional cues of other people is critical to positive social relationships. When a child accurately identifies the basic emotional reactions of others and their causes, the child takes an important first step toward developing empathy. Using children's books that feature characters experiencing strong emotions is a great way to support these important skills.

1. Invite the children to join you in reading a book. Explain to the children that you want them to pay attention to the characters' feelings as you read. Show the cover of the book and read the title. Encourage children to make predictions about the story and the characters' feelings.

"A mouse is making a face on the front of this book. Sebastian, what do you think the little mouse is feeling?"

2. As you read each page, demonstrate the character's feeling with your voice and facial expressions. Ask questions about what a character feels.

"Dana, what makes the girl feel frustrated? What do you think would make her feel better?"

3. Prompt the children to talk about a time when they were feeling the same way the character feels. Ask questions that help them recall what happened. Encourage them to think of examples of when their friends or family members felt the same as them or had different feelings from them.

"Deon is telling us that he felt excited yesterday. What made you feel excited? Your grandfather came to visit? That must have been a very exciting day!"

"Denise told me about a time when she was excited to go home after visiting the park but her sister was sad to leave. Sometimes we feel differently than others about the same things."

4. Explain that the book will be available in the Library area for the children to read during choice time.

Multilingual Learners

- For multilingual learners, identify emotions in the child's first language. For emphasis, incorporate gestures and larger actions.
- Read the book first in children's first languages if possible.
- Provide children with ample time to respond.
- For children at the beginning stages of expressing themselves in English, ask questions with the answer options included: "Tiago, do you think the mouse feels happy or sad?"

Including All Children

- Cut a frame out of paper to lay on top of the illustration to isolate just the character's facial expression that you are discussing at that time.
- Use line drawings or cut out magazine photos of different emotions.
- Limit the number of choices for a child, e.g., suggest two emotions from which the child may choose.
- Provide the child with her own copy of the book so that she can look at details closely.
- Provide a mirror for children to practice making different facial expressions for various emotions.
- Use a light box to make line drawings of facial expressions easy to see.

Questions to Guide Your Observations

- How did the child recognize and identify the emotions in the story? (2b)
- In what ways did the child remember and describe his own emotions? (1a)
- How long was the child able to attend to this experience? (11a)

Teaching Sequence

YELLOW	<p>Point out the faces of the characters as you read the story and talk about what the facial expressions mean.</p> <p>"On this page, we see that Jack has lost his hat. His face looks worried and sad. Let's keep reading to find out whether he finds his hat again."</p>
GREEN	<p>Invite the child to point out when a character looks happy or sad. Encourage her to use vocabulary that describes the character's feelings.</p> <p>"We'll read the book together. You tell me when the boy is happy." "You're right. He is happy when he gets to ride his brother's new bike."</p>
GREEN	<p>Invite the child to act out the feelings from the book. Encourage her to use facial expressions and other body language to illustrate the emotions of the characters.</p> <p>"We see that Francisca is angry because her teddy bear's arm is ripped. Can you make an angry face like Francisca's? How else do you use your body to show you are feeling angry?"</p>
BLUE	<p>Discuss in more detail the feelings of the characters. Talk about the causes of their feelings and prompt the child to think about why the characters feel the emotions.</p> <p>"Yes, the chipmunk in the tree is scared. Why is he scared? What do you think would help him feel better?"</p>
PURPLE	<p>Prompt the child to talk about how the other characters respond to feelings.</p> <p>"The rabbit sees that the chipmunk is afraid. What does she do to help?"</p>

