

Age: 4 year old

Big Idea/Theme: Feelings

Goal: Enhance emotional literacy

Week Of: 10/4/2021

Early Learning Guidelines (ELG) met this week: ATL 1 CS 1 LA 1, 2, 3, 7 & 8 M 1,2 & 5 HSP 1 & 2 S 1 SPS 1,2 SS 1

Art Center		Math center		Science Center		Manipulative Center	
Offer materials to make a "feeling monster". Children can make "feeling" faces on their monsters and give their monsters a feeling name.		Emotion matching game, sorting, counting and making patterns with different emotion face cards.		Invitation to play- Add mirrors to experiment with emotional faces, feeling faces poster, loose parts to create faces, compare/contrast feeling faces, creating different expressions on a light table.		Match the emotion puzzles. Put parts of faces on Duplo blocks and they connect them to make different faces.	
Dramatic Play Center		Blocks Center		Books and Language Center		Materials needed	
Incorporate monster puppets to encourage the retelling of Glad monster, Sad monster.		Add pictures of the children in the class to the blocks to create friendship blocks.		Invitation to play- Offer book making materials along with the Books read this week. They can create their own feelings book.		Pictures of all children in various emotional states, mirrors, feelings dice, and Tucker Turtle puppet and visual cues.	
	Large Group	Small Group	Outside Activity	Music/Movement	Literacy	Transition	
<b>Monday</b>	Emotion check-in Read Tucker turtle then practice Tucker turtle technique- this is a way to handle big emotions	Feelings dice The children role the die and then act out the emotion they rolled.	Feeling Hop Put out some pictures of different emotions – when you call out an emotion the children hop to the picture.	Monster movement Make up feeling names for monsters and give each of them a movement. Act out the emotion of each monster as they are called out.	Glad monster, Sad monster By Ed Emberley and Anne Miranda	If you're Happy and you know it	
<b>Tuesday</b>	Simon says with feeling words As you say a word they act out that emotion Introduce the calming cube yoga poses- practice with them.	Tucker turtle role play Children practice: stop, think and take 3 deep breaths	Monster stomp Stomp like the emotion that is called. Happy stomp, mad stomp, etc.	Feeling songs: to the tune of "Row, Row, Row Your Boat"	When I Am Angry By Michael Gordon and Max Larin	Tucker turtle role play Children practice: stop, think and take 3 deep breaths	
<b>Weds.</b>	Mirror, Mirror Pair the children up. One child makes an emotion face and their partner identifies the emotion and duplicates it.	Expressions in the mirror Each child has a mirror explore the emotion faces	Feelings toss: White sheet, sponge balls or socks balled up, and paint. Practice emotional throwing.	HAPPY Tune: "BINGO" Continue with other emotions Angry, tired  Parachute with ball	Glad monster, Sad monster By Ed Emberley and Anne Miranda	Simon says with feeling words As you say a word they act out that emotion	
<b>Thurs.</b>	Emotion check in graph Each child puts their picture under the emotion they are feeling and tells why.	Monster emotions match game	Simon says using feeling words As you say a word they act out that emotion	Tucker Tuttle Finger Play: to the tune of Where is Thumbkin	When I Am Angry By Michael Gordon and Max Larin	Monster stomp Stomp like the emotion that is called. Happy stomp, mad stomp, etc.	
<b>Friday</b>	Feelings parade Walk and tell a story as you walk act out the feeling. "I was walking to school and saw a butterfly, It made me so happy" (everyone walks with a huge smile!) Continue with other emotions.	Creating a social story What I can do when I am Angry. (can change) teacher author children illustrators	Painting to the emotional beat- play different tempos and ask them how they are feeling when they hear the different tempos.	Emotional Rhythm Sticks Use rhythm sticks while discussing emotions. Have the children represent what their body does with each emotion.	Glad monster, Sad monster By Ed Emberley and Anne Miranda	Tucker turtle role play Children practice: stop, think and take 3 deep breaths	

## Individualizations

Name	Skill Needed	Activity to promote that need/skill

## Lesson plan evaluation

Activities that worked well: \_\_\_\_\_

Activities that did not work well and why: \_\_\_\_\_

Notes for using this lesson plan in the future: \_\_\_\_\_

### Legend

Enhancement Concept	↓
Teacher led/participate in Physical Activities (at least 2 per day)	*

Lesson Plan reviewed by (personnel trained in ELG): \_\_\_\_\_

Date reviewed: \_\_\_\_\_