

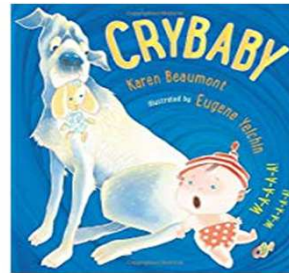
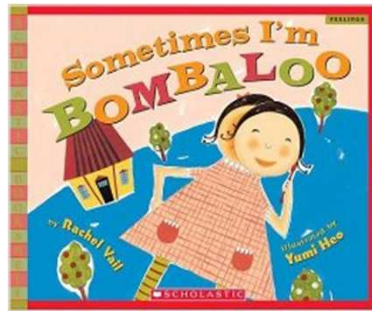


## Small Groups: Drawing Emotions High Support

**Standards:**

ELA.SL.CC.PS.1.a - b

ELA.SL.PKI.PS.3

**Materials:**

- *Sometimes I'm Bombaloo*
- *Crybaby*
- paper
- writing utensils
- mirrors
- vocabulary picture word cards
- images of feelings (see Resources)

**Vocabulary:**

- emotions: angry, frustrated, joyful, excited, shy, etc.
- feeling
- represent
- express

**Preparation:**

Set up materials. Consider that children might illustrate challenging emotions. Watch the following message from Fred Rogers for inspiration:

<https://www.youtube.com/watch?v=fKy7ljRr0AA>

**Procedure:**

Refer to the illustrations in *Crybaby* and *Sometimes I'm Bombaloo*. Ask children if they can tell by the illustrations how the characters are **feeling**. Refer to images (see Resources) and ask children to describe the emotions that are shown.

Explain that **feelings** can also be called **emotions**.

Compare and contrast **emotions** children have experienced to **emotions represented**--shown--in the stories and in the images.

Invite the children to illustrate an **emotion(s)**. Support a variety of depictions, i.e., they could draw a face or use colors and/or designs to **represent** their **emotion(s)**.

Take dictation of children's words to caption their illustrations or encourage children to write independently.

**Guiding Questions:**

- How is your illustration the same as or different from the illustrations in the stories and/or your friend's illustration(s)?
- How does your illustration **represent** your **emotion(s)**?
- When Katie was upset in *Sometimes I'm Bombaloo*, she showed her teeth and made fierce noises to **express** herself, How do you **express** yourself when you are \_\_\_\_\_?