

Activity Plan: Social Studies

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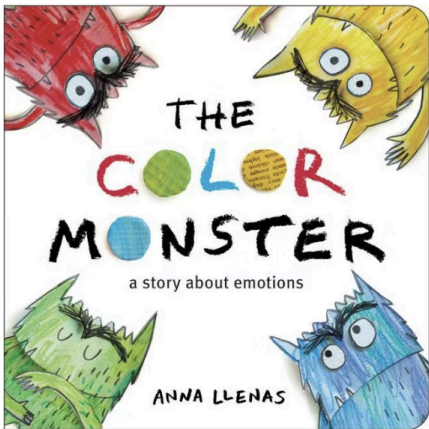
Curriculum Topic: Psychology

Title of the Activity: Exploring Our Emotions

OVERVIEW/FRAMING				
TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	The topic of exploring different emotions within oneself is appropriate for 4/4.5-year-olds. Teaching social studies in the context of psychology and discovering one's feelings and what those emotions mean. They will also explore what those emotions mean to themselves and others in their communities.			
BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	Overarching Question 1: What are emotions? <ul style="list-style-type: none">● Big idea: Defining what an emotion is. Overarching Question 2: What different types of emotions are there? <ul style="list-style-type: none">● Big idea: categorizing and naming different emotions. Overarching Question 3: How can we express or explain emotions to others? <ul style="list-style-type: none">● Big Idea: representing emotions through art and other visual means.			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts Drama	Music	Movement/Dance	
	Emergent Literacy	Mathematics	Science	Social Studies

KNOWING THE LEARNERS	
AGE RANGE:	4/4.5 years olds
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	When teaching social studies to 4—and 4.5-year-old learners by focusing on emotions, it's important to consider their developmental stage and how they can best engage with social studies concepts related to this theme. Here is how I'll consider the growth of children in this range: They can identify emotions as feelings they have or someone else has. Feelings can change and have different meanings.
<i>What misunderstandings might children in this age range have about the topic/content, and how do you plan to address them?</i>	They may still not fully recognize that emotions are feelings or be able to identify the feelings they are having. We will put colors to feelings and allow students to pick a color and verbally explain or explain by acting out their emotions.

SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?^{1*}</i>	Our class has eight students, two of whom speak dual languages, and one still developing gross motor skills. Four children are Ecuadorian/Honduran, and one is of Chinese descent.
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MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and during set up, and cleanup.</i>	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity?</i> <i>(e.g., centers, bulletin boards, meeting spaces)</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
<p>Read Aloud: The Color Monster. A story about emotions By: Anna Llenas</p>  <p>Spanish Version</p>	<p>I will need a chart with a list of the class's emotions in Spanish and English, pictures of faces, and specific colored paper to accompany each emotion.</p> <p>Tabletop references of the emotions. So, printed pictures with an image of a child and them expressing an emotion and a color to match that emotion. Ex: a drawing of a child crying and its colored blue or has a blue background.</p> <p>Baskets with materials for each step of making their dolls.</p> <p>Basket 1 Green - Toilet paper rolls Basket 2 Blue - Markers with colors that match the emotions discussed as a class Basket 3 Yellow- Flare pens, googley eyes, and glue to make monster doll faces</p>	<p>Classroom conversation about classroom conflicts. Discussing how they made the children feel.</p> <p>Discuss the importance of asking someone who looks upset, "Are you okay?"</p> <p>Reaching out to any members of the community to help out.</p>

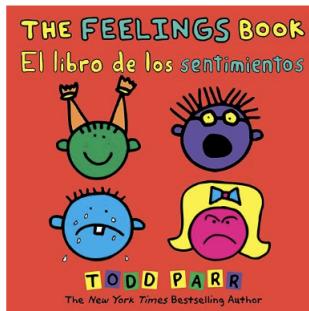
^{1*} Note: You are designing this activity for the three children observed for your Student Profiles assignment.



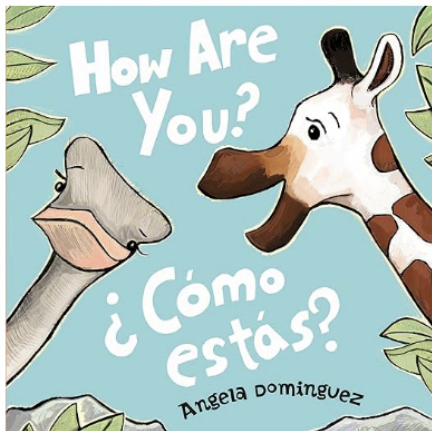
- Computer and Smartboard to play "The Feelings Song"
[▶ The Feelings Song](#)
- Markers (Blue, yellow, green, red, black, pink), toilet paper rolls, plastic googly eyes, glue sticks, construction paper

Books in the Literacy Center-

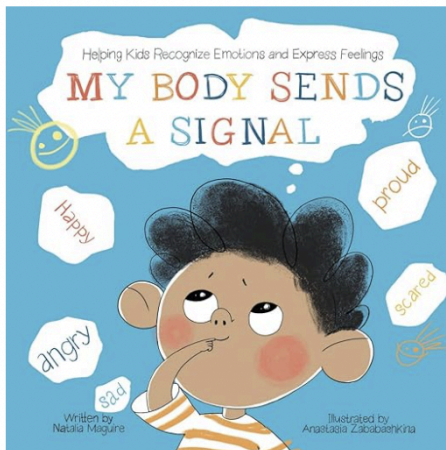
The Feelings Book (English and Spanish Version)



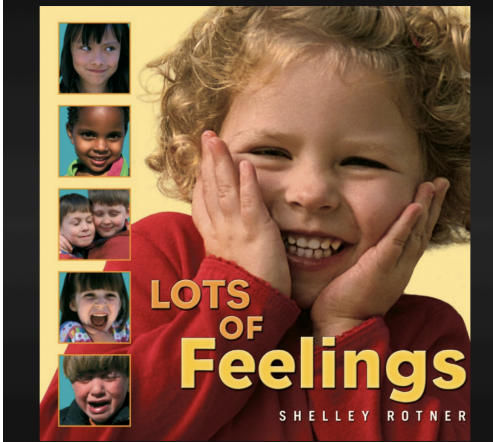
How are you? Como estas?
(Bilingual book)



My Body Sends a Signal



Lots of Feelings



THE LEARNING EXPERIENCE	
<p>The launch</p> <p><i>How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?</i></p>	<p>Before starting the read-aloud, the teacher will ask, “Who knows what feeling I am showing?” (The teacher will act out crying). Some students may respond with the idea of being sad, and some may not. The students will act out the feeling of sadness. The teacher will explain that sometimes we are sad and we cry. The teacher will do this once more based on a feeling a student suggests, such as anger or happiness.</p> <p>Today, we are going to learn more about feelings, or as they are also called emotions!</p> <p>The teacher will introduce the book <i>The Color Monster</i> and read it aloud. Then, the teacher will chart the different feelings on chart paper with the class.</p>
<p>The activity</p> <p><i>List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i></p>	<p>First, students return to their seats and take one roll from the green bin. Next, pick which feeling you want to show. Red is anger, blue is sadness, yellow is happiness, Green is calm, and grey is scared. Color you roll with your color. Then glue eyes on and then draw the mouth of the emotion you chose and if you need help look at the teacher made dolls at each table. Students can make another doll if they finish before end of the activity.</p>
<p>Reflection</p> <p><i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>The classroom can have an emotion corner where children can use the monsters to help express how they feel. Opening a puppet station to allow the children to play and show off their puppets and express different feelings.</p>
<p>Possible Extensions</p> <p><i>What could you do on another day to build on this activity?</i></p>	<ul style="list-style-type: none"> -An acceptable motor activity of using plastic players to place colored puff balls in different emotion jars matching the puff balls to the color of the emotion. -A feelings chart where students can identify the color of the feeling that day and then count the different amounts as a math extension. -Playing the feelings song and singing it to reinforce emotions during community meetings.

Multimodal Engagement <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i>	Linguistic because they are learning to identify and explain emotions verbally during the read aloud. Visual because the emotions have a visual representation using color, the read aloud has pictures, and there are corresponding colors and pictures with key words and vocabulary. Kinesthetic and tactile with the creation of their monster emotion dolls. Auditory because the read aloud that accompanies the lesson.
Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	There will be an English and Spanish version of the read aloud. Steps will be scaffolded so students do not get overwhelmed when making their emotion dolls. Students can use reference pictures with an image of an emotion and the color to match.

GROWTH AND LEARNING <i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i>	
Cognitive/thinking	Students will match a color to a particular feeling.
Physical	The coloring of toilet paper rolls using markers and gluing eyes to their emotion dolls using fine motor skills.
Social/emotional	Students will explore their inner emotions and try to define them better. They create dolls as a tool to recognize their feelings.
Language/literacy	Emotion, feelings, anger, sadness, happiness, fear, confusion, calm. Emoción, sentimientos, enojo, tristeza, felicidad, miedo, confusión, calma.
Content Area(s)	

STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <i>Be specific—choose those standards that are actually targeted by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i>	
Domain 1: Approaches to Learning	PK.AL.1 Actively engages in play as a means of exploration and learning

	<p>PK.AL.1 Indicators:</p> <p>a. Interacts with a variety of materials and peers through</p> <p>PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</p> <p>PK.AL.3 Indicators:</p> <p>b. Identifies new or additional materials to complete a task.</p> <p>c.Experiments to further knowledge.</p>
Domain 2: Physical Development and Health	<p>PK.PDH.1. Indicators: a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils, and blunt scissors effectively.</p>
Domain 3: Social and Emotional Development	<p>PK.SEL.4. Develops positive relationships with their peers</p> <p>PK.SEL.4. Indicators: a.Approaches children already engaged in play, c.Shares materials and toys with other children</p>
Domain 4: Communication, Language, and Literacy	<p>PK.AC.1. Demonstrates motivation to communicate</p> <p>PK.AC.1. Indicators: a. Participates in small or large group activities for story-telling, singing, or fingerplays.</p> <p>PK.AC.4. Indicators:</p>

	a. Understands and follows spoken directions
Domain 5: Cognition and Knowledge of the World	<p>1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.</p> <p>Shows an interest in what can be created with tools, texture, color and technique.</p> <p>Uses materials to build and create “pieces” that represent another item (blocks become a castle; clay becomes a snake).</p> <p>Chooses materials and subjects with intent and purpose.</p>

AUTHENTIC ASSESSMENT	
<p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual</i></p>	<p>Teacher will use a checklist to see if students can answer questions about the emotions during the read aloud. “Who has felt angry?” “What did you do or feel when you were angry?”</p> <p>Also teacher will assess as students are making their dolls if they can explain what their emotion is. Like “You picked blue, what emotion is that?” If they identify sadness they can be prompted to explain when they felt that or what they do when they are sad.</p>

*arts project, a
performance, etc.*

*Your assessment
activity MUST be
connected to the Big
Ideas and Overarching
Questions.*