

## **“About Me: My Feelings Book”**

**Overview:** This activity provides an opportunity for individual students to identify emotions, their personal definition of various emotions, and to express themselves through reading and writing. There are many ways to differentiate this activity for students at varying ability levels in language and development.

**Procedure:** Students will create a personal book about their feelings and emotions. The teacher will choose a variety of 5-10 emotions for students to use for this project. Present the emotions one at a time and allow the students to describe activities, situations, or objects that go with each emotion for them personally. Students can be given written choices and/or pictures to choose from to use to describe activities, situations, or objects that fit each emotion for them personally. The teacher can provide written choices and pictures from classroom routines, individual likes/dislikes, and other various familiar activities and objects. Student can select 2-3 written choices and/or pictures for each emotion. Depending on ability level students may write the activity, situation, or object they choose on each emotion page. Following completion of the “About Me: My Feelings Book”, each student will be given the opportunity to share their book with a partner. The students will be asked questions related to their personal feelings book and their partners book.

### **ASOL Covered in this Activity:**

**3E--RW 3 a:** The student will sort words into familiar categories.

**Extension Idea:** Students can sort multiple emotions into positive and negative categories. Students can sort written emotions and/or labeled pictorial representations of emotions. For example: Positive emotions (happy, excited, silly, safe, proud, calm) and Negative emotions (sad, mad, angry, unhappy, lonely, afraid)

**3E--RW 3 e:** The student will identify words that describe personal emotional states.

**Extension Idea:** Creating a matching activity for students to match written emotion words to pictorial representations.

**3E--RW 5 a:** The student will recognize 10 or more written words.

**Extension Idea:** When reading a given book or various texts, ask students to identify written emotion words in text.

**3E--CF 1 i:** The student will identify parts of illustrations that depict a particular mood, setting, or character.

**Extension Idea:** Choose books that address various types of feeling and moods of characters. Prior to reading a book for the first time, do a “picture walk” through the book. Ask students to identify parts of the illustrations that depict feelings, mood, and emotions of the characters.

**3E--CF 2 f:** The student will identify the traits, motivations, or feelings of characters in a story.

**Extension Idea:** Read books that address and cover various feelings of character(s) throughout the story. The following is a brief list of books that may be appropriate: 1) Today I feel silly and other moods that make my day [by: Jamie Lee Curtis] 2) The way I feel [by: Janan Cain] 3) My many colored days [by: Dr. Seuss] 4) Wemberly Worried [by: Kevin Henkes] 5) Glad Monster, Sad Monster [by: Ed Emberley and Anne Miranda]

**4E--RW 1 d:** The student will demonstrate understanding of opposites.

**Extension Idea:** Create a matching or sorting activity using the feelings and emotions used in the “About Me” books to extend on the meaning of the words. Have students match opposite feelings using written vocabulary words and/or pictorial representations of the feeling words.

**5E--WP 2 b:** The student will write information related to personal experiences and answer simple questions about those experiences.

**Extension Idea:** Allow for a time for students to journal based on personal experiences and feelings and emotions. The opportunity for this extension idea could be during language arts and/or social skills instruction. Additionally, it could be an activity that has a designated weekday or following an experience that a student may benefit from written reflection.

**7E--RW 1 e:** The student will demonstrate an understanding of word relationships by using synonyms and antonyms.

**Extension Idea:** Create a matching or sorting activity using feeling and emotion words that are synonyms and antonyms. Ask students to match words that are synonyms and antonyms.

**Materials Needed:**

- Printed Pages with one emotion label on each page
- Written choices and pictures of classroom routines, individual likes/dislikes, and/or familiar activities and objects.
- Scissors, glue, and writing utensil (if applicable)
- Hole punch and stapler **or** Supplies to bind/compile book pages

**Instructional Setting:**

A small group or individual instructional setting may be best for this activity in order to allow students to make personal choices and create their book.

**Community Connections and/or Peer Interaction:**

Students have the opportunity to share their book with their peers as well as learn and connect to their peers using emotions and feelings. Additionally, this activity can be used when engaging students in social skills instruction. Students can be given actual or life-like scenarios to use to talk about emotions and individual reactions.

**Functional Activity/Routine:**

Allow students to reflect on their feelings and emotions through writing/communicating their own feelings and connecting with characters during reading. Allow for an opportunity for reflection and connecting on a weekly basis during language arts or social skills instruction.

**Strategies to Collect Evidence:**

Include the student's final product of their book with a detailed anecdotal record that describes the procedures, instructions, and prompts given.

**Specific Options for Differentiating this Activity:**

Differentiate this activity to allow for a range of abilities to participate. Student choices can be given in the form of prompts ("What makes you happy?"), written word choices, and pictures. Students may write using a pencil, keyboard, or alternative pencil. Or, students may make choices from a field by touching or eye gaze to answer the prompts to the feeling questions such as "What makes you happy?"