

Unit: Theater Making

Emotions ARE Feelings

Grade:
K-1st Grade

Class Sessions:
8-10 Sessions

Teacher:
**Cynthia
Blackwell**

School:
PS 29

Instructional Goal:

- Students will be able to identify emotions and express their meanings.

Theater Benchmarks Addressed:

- Students use their imaginations and participate in creative play, pantomime, and improvisation. Students will explore the physical, vocal, characterization, and staging components of acting by developing their body, voice, and mind.

Project Description:

- This unit is designed for one fifty-minute session each week for eight weeks, and can easily be condensed or expanded based on scheduling needs.

Big Idea(s) of this Unit:

- Identifying & expressing emotions/feelings help young children become self-aware and confident learners.

Unit: Theater Making

Emotions ARE Feelings Continued

Learning Plan: the sequence of Learning Experiences aligned with when & what assessments occur--journals, rubrics, reflections, critiques, surveys, etc.

Learning Experiences	Theater Strands			
	<i>making</i>	<i>literacy</i>	<i>connections</i>	<i>resources</i>
Session 1 Warm-up: <i>Wake Up Fingers</i> (song). Brainstorm 'What are Feelings/ Emotions' using chart paper and markers. Movement/Freeze activity where children freeze in frozen pictures of feeling/emotion (half class at a time). Guided Relaxation to close (attached).	◆	◆	◆	
Session 2 Warm-up: <i>Shake Your body</i> . 'The Feeling Story' from "Take a Bow!" Guided Relaxation to close.	◆	◆		
Session 3 Warm-up: <i>Feelings Song</i> . Re-visit 'The Feelings Story' using class suggestions for characters, animals, and 'magic' place to create an original story unique to this particular class. Guided Relaxation to close.	◆	◆		
Session 4 Warm-up: <i>Feelings Song</i> . Read aloud "I Feel Jealous." This activity is done using the whole class as an audience with the teacher directing scenes with 2/3/4 students (use copies of selected pages from the book). Each group will re-enact scenarios from the book with improvised additional dialogue. Guided Relaxation to close.	◆	◆	◆	
Session 5 Warm-up: <i>I Feel... (song)</i> . Read aloud "I Feel Bullied." This activity is done using the whole class as an audience with the teacher directing scenes with 2/3/4 students (use copies of selected pages from the book). Each group will re-enact scenarios and solutions from the book with improvised additional dialogue. Guided Relaxation to close.	◆	◆		
Session 6 Warm-up: <i>I Feel... (song)</i> . Introduce the Emotion Situation cards and discuss possible situations for a few cards with the whole class. Model improvised scenes with pairs of students using cards as jumping off point. Guided Relaxation to close.	◆	◆	◆	
Session 7 Warm-up: <i>If You're Happy and You Know It</i> (song). Students will find their Emotion Partner by using face, body, and voice to find the person who has the same 'Emotion Card' that they do. Students work in pairs to create one short sentence (or physical tableau depending on student level) that their characters would say and share with class. Teacher facilitation possible by moving group to group. Guided Relaxation to close.	◆	◆	◆	
Session 8 Warm-up: <i>Shake the Blues Away</i> (song). In small groups, students will create short original scenes by connecting 3 emotion cards per group into a short story to be shared for an audience. Model with one or two groups first. Guided Relaxation to close.	◆	◆		◆

Emotions ARE Feelings Continued

Warm-up Songs

I Feel...

Sing to the tune of 'Freres Jacque' using repeating body gestures for each emotion.

I feel happy.
I feel happy.
Yes I do.
Yes I do.
My fingers are a snappin',
My toes they area a tappin',
Yes they are.
Yes they are.
I feel excited.
I feel excited.
Yes I do.
Yes I do.
I'm jumping up and down,
And spinning around,
Yes I am.
Yes I am.
I feel sad.
I feel sad.
Yes I do.
Yes I do.
My shoulders are a slouching,
My lips they are a pouting,
Yes they are.
Yes they are.
I feel angry.
I feel angry.
Yes I do.
Yes I do.
My fists are clenched real tight,
My feet they stamp with might,
Yes they do.
Yes they do.
I feel scared.
I feel scared.
Yes I do.
Yes I do.
I hold my body tight,
And hide out of sight,
Yes I do.
Yes I do.
I feel loving.
I feel loving.
Yes I do.
Yes I do.
I pucker up my lips,
And blow a kiss,
Yes I do.
Yes I do.

Feelings Song

Sing to the tune of the 'abc song.'

Sometimes on my face you'll see, (*Point to face*)
how I feel inside of me. (*Cross arms in front of chest*)
A smile means happy, (*Trace a big smile on your face with both hands*)
tears mean sad, (*Use both hands to indicate tears*)
And when I frown I'm really mad. (*Hands on hips, stomp both feet*)
When I'm excited,
I beam and glow, (*Jump arms with arms stretched out above*)
and when I love a kiss I'll blow. (*Blow a kiss*)
From my body you can tell (*Hands move down body*)
How I'm feeling very well (*Cross hand across chest*)
Standing tall means happy,
Slouching means sad
My hands on my hips can mean I'm mad (*Hands on hips*)
When I'm excited I can't sit still (*Wiggle body*)
And if I love you hold your hand I will (*All hold hands in circle*)

Wake Up Fingers

Wake up fingers it's time to dance.
Time to groove and time to prance.
Shaka laka shaka laka bang bang bang.
I said... Shaka laka shaka laka bang bang bang!
Repeat several times as you go through several (child suggested) body parts.

Shake the Blues Away

I shake my hands.
I shake my hands.
To shake the blues away.
To shake the blues away.
To shake the blues away.
I shake my hands.
To shake the blues away.
Shakin' all day long.
Repeat several times as you go through several (child suggested) body parts.

If You're Happy and You Know It

If your happy and you know it
Smile at me
(Smile and draw smile on face)
If your happy and you know it
Smile at me
If your happy and you know it
And you really want to show it
If your happy and you know it
SMILE AT ME.

Emotions ARE Feelings Continued

Guided Relaxation: to be used at the end of each session

Have the children lie down on their backs with their arms at their side.

Turn off the lights in the room and have them close their eyes.

Say...

"Take a quiet deep breath in... (wait a few beats) and out.

Breathe in...and out.

One more breath in...and out.

Tighten your toes inside your shoes, let that tightness travel up thru your lower leg, thru your knees, let the tightness travel into your upper legs and bottom... and relax.

Tighten your fingers into a fist, let that tightness travel into your lower arm, up thru your elbows, and into your upper arms and shoulders... and relax.

Tighten your stomach, let the tightness travel into your chest, lift your shoulders to your ears...and relax.

Take another quiet deep breath in...and out.

Now tighten up your face like a raisin...and stretch it out really big like a watermelon. Tighten it up like a raisin...and stretch it out like a watermelon."

Wait a few beats before walking around to dismiss each child one by one by tapping each child gently on the head

with my 'magic wand' (I use a long plastic wand that's used to blow big bubbles that I have ribbons attached to.)

Emotions ARE Feelings Continued

Emotion Cards

Happy	Sad	Lonely
Angry	Excited	Brave
Scared	Proud	Jealous

Emotions ARE Feelings Continued

Emotion Cards continued

Frustrated	Surprised	Shy
Confused	Loving	Silly
Nervous	Curious	Bored

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Resources

***Take a Bow! Lesson Plans for Preschool Drama* by Nina Czitron**

***Kid-to-Kid Books/Kids Corner* (there are sixteen books in the series---*I Feel Jealous* and *I Feel Bullied* are used in this unit). Sundance Publishing**

***Feelings* by Aliko-Scholastic, Inc.**

***LDA Language Cards-EMOTIONS* McGraw Hill Children's Oublisher**

ABC Feelings Cards, Inc. Adage Publishing

Various Fingerplays & Songs (attached)