



OUR BEST SELVES

Lessons on Social-Emotional Learning With ELA

BUILDING EMOTIONAL VOCABULARY WITH FEELINGS WORDS

GOAL: Students will use nuanced vocabulary to describe emotions.

TIME: One 40-minute class period

MATERIALS: Whiteboard, Mood Meter anchor chart, pictures to introduce vocabulary words (at the end of this PDF), Mood Meter Activity Sheet, Feelings Activity Sheet

LESSON STEPS:

- As a class, review the four quadrants on the **Mood Meter anchor chart**: “sad,” “angry,” “happy,” and “calm.” Have students brainstorm as many “feelings words” as they can that belong in each quadrant.
- Explain that today the class will learn some more specific “feelings words” to describe certain emotions they may experience.
- Use the pictures of the vocabulary photos at the end of this PDF to introduce each of the following vocabulary words. Make sure to show how the words are connected. For example, *content* and *ecstatic* are both types of happy, but they have different degrees of happiness.

■ anxious	■ content	■ discouraged
■ ecstatic	■ irritated	■ terrified
- Create a model organizer on the board with four boxes: definition, drawing, examples, and nonexamples. Write the vocabulary word in large letters in the middle. Complete the organizer for one word as a whole class. Depending on students’ needs, complete the organizer for the remaining words as a class, or have small groups complete the organizer for a given word.

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- Divide students into small groups for charades. Students will take turns acting out the vocabulary words while their group tries to guess which word it is. Encourage students to use their whole bodies to convey the emotion, including their eyes, eyebrows, mouths, shoulders, and limbs.



Photo: © iStockPhoto.

- As a class, decide where each of the new vocabulary words belongs on the Mood Meter. Show how an emotion could be very unpleasant and very high energy (terrified), while another emotion could be similar but only slightly unpleasant or have less energy (discouraged). In the same way, an emotion could be very pleasant with high energy (ecstatic) or pleasant with lower energy (content).
- Have students chart the remaining feelings words on their own Mood Meter on the **Mood Meter Activity Sheet** from Lesson 1. Invite students to sketch a picture or emoji next to each word to reinforce the meaning.
- Have students reinforce their understanding of their new emotional vocabulary using the **Feelings Activity Sheet**.

POSSIBLE WORKSHEET ANSWERS: 1. anxious; 2. irritated; 3. ecstatic; 4. terrified (or anxious); 5. content; 6. discouraged

MY NAME

MY MOOD TODAY (CIRCLE)



FEELINGS
ACTIVITY
SHEET

WHAT'S THE FEELING?

DIRECTIONS: Choose a word from the word bank that describes the feeling the character is experiencing. There may be more than one possible answer, so explain your thinking!

anxious

content

discouraged

ecstatic

irritated

terrified

1. Maria just moved to a new town. It is her first day at a new school. She feels “butterflies” in her stomach.

2. Nathan is playing video games with his friends but his little brother keeps interrupting.



3. Kayla's soccer team just won the championship game. She has a huge smile on her face and is running around the field with her arms in the air.

4. Ricky's friends convinced him to ride a roller coaster with them at the carnival. Ricky is afraid of heights and feels his heart beating faster as he gets onto the ride.



5. Zoe is having a relaxing Saturday at home. She gets to do some of her favorite activities, like painting a picture and helping her dad cook dinner.

6. Noah is trying to do his math homework, but he cannot figure out the solution to the last problem. He puts his head down on his desk.

WHAT'S THE FEELING?

ANSWER KEY:



anxious



irritated



terrified



ecstatic



discouraged



content

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