

How Do I Feel? Naming Emotions with a Feelings Chart

a 30 minute social skills lesson for a group of 6

SUBJECT	Social Skills
AGES	5-8
GROUP	6 students
DATE	

80%
TARGET

The goal, from the IEP. When shown a picture scenario or a peer's expression, the student will name the emotion shown (happy, sad, mad, scared) with 80% accuracy in 4 of 5 sessions.

Today's objective. Students will point to and name the four core emotions on a feelings chart when shown a matching picture scenario or acted expression.

1	WARM-UP Sing the feelings song pointing to each face on the chart Students copy each face in their mirror.	4 MIN	ENGAGEMENT ○○○○○○
2	DIRECT INSTRUCTION & MODELING Model two scenario cards: name what happened, then point to the matching face Think aloud the clue: look at the mouth, look at the eyebrows. Show one mismatch on purpose and let the group catch it.	7 MIN	CHECKS ○○○○○○
3	GUIDED PRACTICE Draw scenario cards as a group; students point to the chart before naming aloud Fade the chart point and ask for the word alone. Give a token for each named emotion, prompted or not.	9 MIN	TRIALS ○○○○○○ ○○○○○○
4	INDEPENDENT PRACTICE Each student sorts four cards onto the chart at their own seat Teacher records correct names per student on the data sheet.	7 MIN	CORRECT / TOTAL ○○○○○○ ○○○○○○
5	CLOSURE Each student shows how they feel right now on their strip Hand out earned reinforcers from the token boards.	3 MIN	NOTES

IF THE PLAN NEEDS A RESET

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REINFORCEMENT

Token for each named emotion. Choosing the silly face the group copies. First pick of the exit-check strips

SENSORY

One student covers ears at loud pretend-crying; model the scenarios at a normal volume.

PREP & MATERIALS

stage this before the students arrive

MATERIALS

- ☐ Feelings chart with four faces (happy, sad, mad, scared)
- ☐ Picture scenario cards, eight per set
- ☐ A hand mirror per pair
- ☐ Token boards and tokens
- ☐ Feelings choice board strips for the exit check

VOCABULARY

Happy · Sad · Mad · Scared

SUPPORTS STAGED

Choice Board · Social Story · Positive Reinforcement · Sensory Supports · Visual Schedule

DIFFERENTIATION

the same lesson at three levels

MORE SUPPORT

Reduce the chart to two faces, happy and sad, and accept a point to the correct face without the word.

ON LEVEL

Name the emotion in a shown scenario from the four-face chart with 80% accuracy.

MORE CHALLENGE

Add a because sentence: name the emotion and one reason from the picture, then suggest what could help.

ACCOMMODATIONS

- ☒ Chart stays face-up through independent work
- ☒ Scenarios acted at normal volume only
- ☒ Extra wait time before a prompt
- ☒ Fidget available while listening

MODIFICATIONS

How will the task or materials be changed?

A student working on imitation instead of labeling copies each modeled face in the mirror and matches face to face.

ASSESSMENT & DATA

the data window is independent practice

ASSESSMENT TYPE

- ☒ Observation ☐ Checklist ☐ Work Sample
- ☒ Data Collection ☐ Other

WHAT SUCCESS LOOKS LIKE

The student checks the scenario, then the chart, and names the feeling on their own on at least 4 of 5 cards.

Accuracy goal: 80%

QUICK TALLY ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

STUDENT	TRIAL 1	TRIAL 2	TRIAL 3	ACCURACY	PROMPT LEVEL

GENERALIZATION

How will we practice this skill in other settings?

Use the same four-face chart at arrival and after recess so naming feelings becomes part of the day, not one lesson.

HOME CONNECTION

How can families support this skill at home?

Send a mini feelings chart home and ask the family to have the student show how they feel at dinner.

EXTENSION

Ideas to extend learning further.

Students photograph their own four faces and build a personal feelings chart for their desk.

AFTER THE LESSON

What worked and what should change?

Keep the mad scenarios mild, a dropped ice cream not a fight. Two spare mirrors; one cracks most years.