INSTRUCTIONAL RECOMMENDATIONS

for helping students increase their **Feelings Words Vocabularies** with
Compassionate Comprehension with the Common Core
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* Classroom reference posters can be very helpful in helping students learn new words for feelings. At first, these posters can be very basic, especially for young children and English Language Learners; e.g., help students thoroughly understand the 4 basic emotions:

Angry   **Scared**   **Sad**   **Happy**
ONE OPTION:
DOWNLOAD AND PRINT OUT THE FREE FEELINGS EMOTICONS AT THIS LINK:
https://consciousdiscipline.com/downloads/resources/feeling_pictures.pdf

* To help students expand their vocabularies as soon as possible beyond the 4 basic emotions,
ONE OPTION:
https://consciousdiscipline.com/downloads/resources/how_do_you_feel_chart-FINAL.jpg
The poster at this link adds the following emotions:

Frustrated   **Anxious**   **Disappointed**   **Calm**

* There are many resources online --- both free, and for purchase --- which offer ready-made illustrated posters which depict many more feelings words.

* It can also be especially meaningful for students to co-create with the teacher their own classroom poster of feelings words. The poster might be done in list form, or as semantic map/ mind map/ graphic organizer. Illustrations can help students (especially emerging readers) remember the words, and the feeling connected with each word.

* Students could be given the option of illustrating their own feelings poster, and/or it could be a small group or class project.

* For lists of feelings words, Teachers may visit www.cnvc.org/Training/feelings-inventory.

* One of many helpful resources available: https://www.cnvc.org/kids-grok
Kids GROK is a set of 26 feelings cards with photographs of children demonstrating emotions and 26 colorfully illustrated needs cards, and instructions for games and activities designed to support emotional intelligence and empathy.

* Teachers may choose to begin a class Feelings poster with just the 4 basic emotions, and then have students search through their texts, day after day, to see what feelings words they can find, and into which of the 4 categories they believe each feeling might belong. One possibility would be to have students write on a post-it the feeling word they found, their name, the title of the text, and the page number. Then, periodically (once a week, perhaps), the class can have a circle discussion to update the Feelings Words chart, and see if everyone agrees about whether or not the word might belong in the category into which it was placed.
* For teachers of older children, please see the extensive list of feelings words which was expanded with the assistance of a group of 6th graders; the list is available in a 2-page multi-column format, and also much larger print for use as a reference chart in the classroom.
HYPERLINKS WHEN AVAILABLE

* Teachers of young children will likely find it very helpful to read to/with students a number of the multitude of children's picture books about feelings created specifically to help children name and deal with feelings. This Internet search yielded a wonderful assortment of texts:
https://www.google.com/?gws_rd=ssl#q=children%27s+books+on+feelings+and+emotions

* Suggestions from Pat Kurtz:
When exploring feelings words with students, teachers might like to also create a classroom reference poster of "NOT Feelings Words." That is, we often follow the words, "I feel..." with words which are NOT feelings words. Four categories to cover in your classroom discussion and brainstorming:
- "I feel like ..."
- "I feel that..."
- Words which name an action that the speaker believes has been done to him/her, e.g., "I feel ignored/ bullied..."
- Self-labeling words, e.g., "I feel stupid/ clutzy..."

* Suggestions from Denise DeGeorge:
Have a chart of the 4 basic feelings posted in the classroom, where students are instructed to put their name each morning as they arrive. Give them the opportunity to also change where they've placed their name another time or two during the day, as well. This invites students to be in touch with their feelings several times each day, and give students the opportunity to self-monitor changes in their feelings. Teachers can also use that chart as a springboard for Classroom Circle conversations.

* When students have become familiar with a number of feelings words, several games could be used to help reinforce their learning:
- Charades
- Bingo
- Card matching game (matching picture-to-picture, picture-to-word, or word-to-word)

* Another game or teacher-led activity could be "Feelings Words on a Continuum," wherein students are given a number of feelings words, and invited to put them in order from mildest to strongest, e.g.,
Pleased... Happy... Delighted... Ecstatic
Irritated... Angry... Furious... Enraged

* Visual and Performing Arts (VAPA) Options:
1. As a follow-up to reading a text which includes multiple examples of evidence of characters' feelings, teachers may also offer students the option to engage in VAPA activities as a way of demonstrating their understanding of the text, e.g,
- drawing what the students envisioned as the expressions on characters' faces (where those were not provided as illustrations in the text); have the students identify the feelings being depicted.
- creating and performing a Reader's Theater piece to dramatize the emotions evident in the text (and again, name the feelings)

2. Teachers may choose to use any or all of the 3 songs offered to assist in vocabulary expansion of feelings words, and Social Emotional Skills involved with pro-social anger management. All of these songs --- lyrics and recordings --- are available for free download:
HYPERLINKS WHEN AVAILABLE
- "It's OK to Feel" https://betterworld.bandcamp.com/track/its-ok-to-feel
- "I'm Dealing with my Feelings"
        https://betterworld.bandcamp.com/track/im-dealing-with-my-feelings
- "If You're Angry and you Know It"
HYPERLINK WHEN AVAILABLE: Article in Teaching Tolerance magazine
Teachers may also have students write additional verses for the song, e.g., "If you're scared/ frustrated/ stressed... and you know it" (students will provide pro-social coping strategies for lyrics), using the following pattern:
If you're ___(name any emotion)___,
        ___(express how to deal in a pro-social way with the emotion)___
        If you're ___(name any emotion)___,
        ___(express how to deal in a pro-social way with the emotion)___
        If you're ___(name any emotion)___,
        EITHER: that's okay, you can control it
        OR: whatever other affirming phrase might be more appropriate
        If you're ___(name any emotion)___,
        ___(express how to deal in a pro-social way with the emotion)___
Various formats can easily be created of the above song, inviting students to illustrate their own mini-booklet, and/or contribute to a class Big Book wherein each student illustrates one or more emotion and how to deal with the emotion in a pro-social way. **See p's. 11-29 of PDF**:
http://www.betterworld-resources.com/images/BetterWorld/Documents/Caring_Capable_Lyrics_2010-If_Angry.pdf

SKIMMING/ SCANNING the text for feelings words:
For more advanced readers:
After becoming familiar with a number of feelings words, you can provide students with practice in skimming and scanning the text, searching for feelings words. This will additionally help them when they're looking for proof and evidence in the text for a Text-Dependent Question about characters' feelings.
I've found that a few practice sessions can be very helpful, where I "walked them through," using steps similar to those below:
- "Think about what the characters' feelings were in what you just read --- or, what you heard read aloud to you."
- "Picture the word or words in your mind."
- "You might like to write down somewhere what your target word is/ words are."
- "Find the part of the text where you think the feelings word or words appeared." (If needed, help them narrow their search down to the correct page or even paragraph.)
- "Keeping in your mind what you're looking for, move your eyes quickly, left to right, across each line in that portion; perhaps using a finger or a marker might help."
- "When you find your target word/s, go back to the beginning of that sentence, re-read the sentence, and see if you've found your answer/ proof/ evidence!"