

# Kindergarten, Unit 2

## Lesson 6: Feelings



### What Is My Child Learning?

Your child is learning how to pay attention to people's faces and bodies to figure out how they are feeling.

### Why Is This Important?

Children who can identify feelings tend to get along better with others and do better in school than those who can't.

**Ask your child: Show me a happy face. Does your body feel comfortable or uncomfortable when you're happy?** Answer: Comfortable.

**How does my face show I am happy?** (Make a happy face.) Possible answers: Mouth is turned up into a smile. Cheeks are up. Eyes are small.

**Show me a sad face. Does your body feel comfortable or uncomfortable when you're sad?** Answer: Uncomfortable.

**How does my face show I am sad?** (Make a sad face.) Possible answers: Mouth is turned down. Eyes are looking down. Head is down.

### Practice at Home

Help your child identify and name feelings, using physical clues to help. Name feelings as you, your child, or others are experiencing them. For example:

Your child is getting upset when you say it is time for bed. **I can see by the way your mouth is turned down and by your droopy eyes that you are feeling *disappointed* that it's time to stop playing and go to bed.**

### Activity

Help your child cut out three photos of faces showing different feelings. Use TV guides, newspapers, or magazines—anything that has photos of real faces. Paste the photos in the spaces below. Write what your child thinks the person is feeling below each face.

A large, empty rectangular box with a thin black border, intended for pasting a photograph of a face.A large, empty rectangular box with a thin black border, intended for pasting a photograph of a face.A large, empty rectangular box with a thin black border, intended for pasting a photograph of a face.

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(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)
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