



What do feelings sound like?

Don't forget to Make an Achievery account for each student! [Make your account for the Achievery in English](#) or [Make your Account for the Achievery in Spanish](#)

Objective: Students will understand that words have different shades of meaning and that the word onomatopoeia (on-o-mot-o-pee-a) is a ginormous word that means something simple: sound effect words. They'll learn what a narrative poem does—tells a story—and practice crafting some themselves. They'll understand that the central message of a narrative story is its 'big idea.' They'll understand, express, and describe emotions.

Grade Span: 3-5, but tips and resources are included for modifying for other grade levels.

Subjects: Language Arts

Lesson introduction: Have students ever felt happiness, sadness, bravery, anger, or shyness? Do they understand what it means to feel that way?

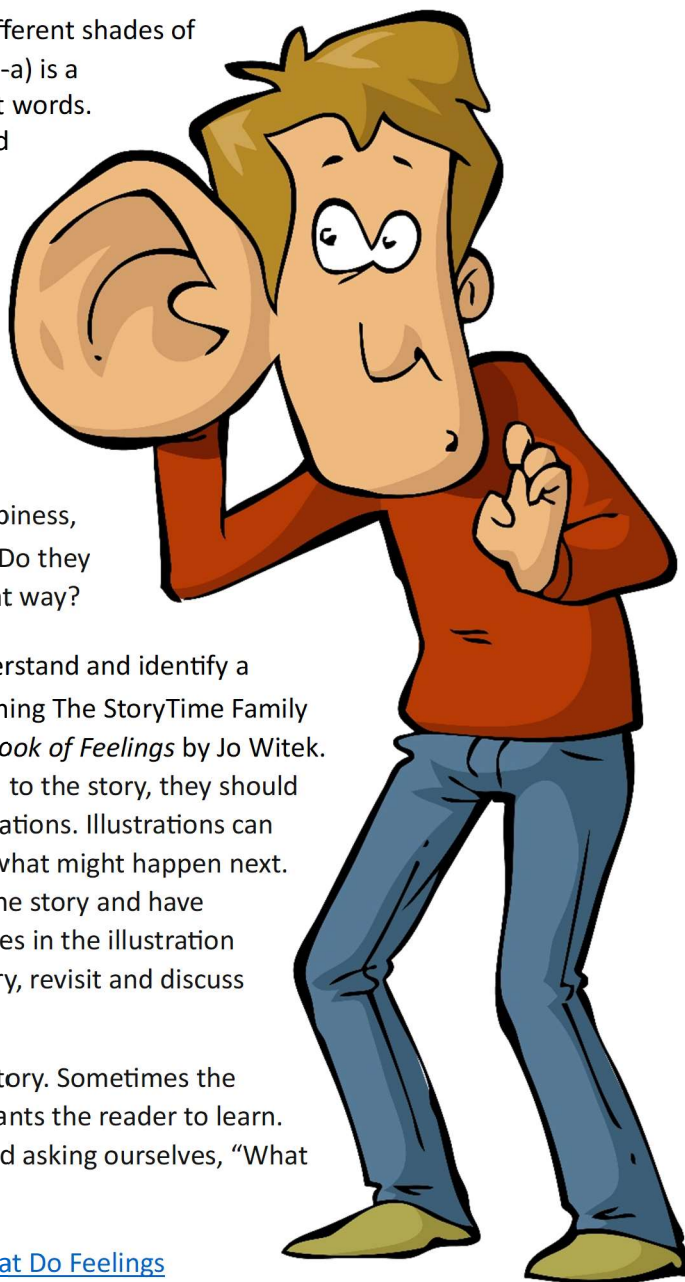


Watch this! Help students understand and identify a wide range of feelings by watching The StoryTime Family [read-aloud](#) of *In My Heart: A Book of Feelings* by Jo Witek.

Tell students that as they listen to the story, they should pay close attention to the illustrations. Illustrations can often tell us more about the story and give us a clue about what might happen next. Stop the story at appropriate parts to ask questions about the story and have students make predictions. Ask students to explain what clues in the illustration helped them to make a prediction. After listening to the story, revisit and discuss students' predictions. What was the 'big idea' in the story?

Explain the central message to students – the big idea in a story. Sometimes the central message can be a lesson or something the author wants the reader to learn. We find the central message by looking at the key events and asking ourselves, "What did the character learn?"

Lesson Plan: Use The Achievery Lesson Resource: [What Do Feelings Sound Like?](#) Sometimes, it can be difficult to put how you feel into words—so, why not try sound effects? Pop, whoosh, ding! Onomatopoeia is a writing technique that makes text come alive. In this lesson, students use onomatopoeia in a narrative poem that describes the narrator's feelings.



Option: Expand the discussion about feelings by using the Student Portal Resource Storyline Online's [I'm Not Scared, YOU'RE Scared](#) written (and read) by Seth Myers. Build background for students by sharing a time when you were afraid to do something. Have students share their stories and ask: Why were you scared? How did you feel after you accomplished the task? Introduce the story, *I'm Not Scared, YOU'RE Scared!* Have children predict what the story might be about and use the previous tips during the class discussion.



Teacher tip For Grades K-2 & ELL Learners Students can use oral narration to craft their poems and the instructor can write them down. Students can then illustrate their poems.

Expand the Plan: Grades 3-12 Help students take what they've learned about onomatopoeia, feelings, and narratives and expand it with TedEd's [Become a Slam Poet in Five Steps](#). Slam poetry was born as a way of expressing oneself briefly, powerfully, and impactfully. With enough passion and practice, becoming a slam poet is within anyone's reach. After watching the video, students explore a distant memory on paper, then read it out loud. Edit. Try reading it out loud again and add their finishing touches. Gayle Danley



offers five steps to being a slam poet -- while being downright poetic in the process.

For grades 7 & 8: Additional Resources from The Achievery such as [Avoiding Feelings vs. Embracing Support](#) with clips from the LEGO Batman movie will help deepen the discussion with older students. Why is it sometimes hard to admit to feelings or name our feelings?



ELL Vocabulary Practice: Use some of the following resources to teach and practice feelings vocabulary with ELL students or any student.

Students can use the Student Portal Resource PBS Kids and play the [Guess the Feelings Game](#) with Daniel Tiger. This game gives children a chance to play about what different feelings look like.



Feelings Guessing Game: To play, simply show the video. There are 10 rounds. Each round asks, 'Are you (happy)?' and then students have 5 seconds to choose either 'Yes, I am.' or 'No, I'm not.' Students have a 50/50 chance of guessing correctly. After 5 seconds, the picture of the feeling is revealed. If students guessed correctly, they get a point. Maximum 10 points. There are many ways students can indicate their answers. They can shout out their answer, write their answer down, raise their hands, move to one side of the room, etc. Another version [is here](#).

Keep it going! Build on this lesson with additional lesson plans from The Achievery such as:

[Expressing our emotions through imagination:](#) Grades 9–12 *Where the Wild Things Are* — a classic story about childhood and the places we go to figure out the world in which we live. This learning unit consists of 3 separate but stackable lessons and corresponding exercises designed to be used and facilitated by educators. Lessons--Longing to Belong: Self-management; Student experience. The Art of Storytelling: Interior Worlds Story elements; setting, characters, plot.



Expression Through Art: Themes and central ideas.

[Editing Emotions:](#) Grades 6–12 In this activity, students learn how editing affects the meaning and impact of media like TV, film and online videos.



[Expressing Feelings:](#)

[Connecting with Care:](#) Grades 3–5 *Welcome to Summer Camp Island!* Follow best friends Oscar and Hedgehog as they learn that their camp is on a magical island with monsters and yetis. This learning unit consists of 3 separate but stackable lessons (Communicating our feelings, The importance of taking responsibility, and How can we communicate that we are sorry) and corresponding exercises designed to be used and facilitated by educators.

[Embracing Feelings During Life Changes:](#) Grades 11–12 After saving the universe, Steven is still at it, tying up every loose end. But as he runs out of other people's problems to solve, he'll finally have to face his own. This learning unit consists of separate but stackable Lessons and corresponding exercises designed to be used and facilitated by educators.

