

Title: Character Feelings	Grade: 1st Grade
Content: English Language Arts	Duration: 15-20 minutes (may be repeated)

Standard:

- **RL.1.3:** Describe characters, settings, and major events in a story, using key details.
- **RL.1.:7** Use illustrations and details in a story to describe its characters, setting, or events.

Objective:

The student will be able to identify character feelings and how they change throughout a story.

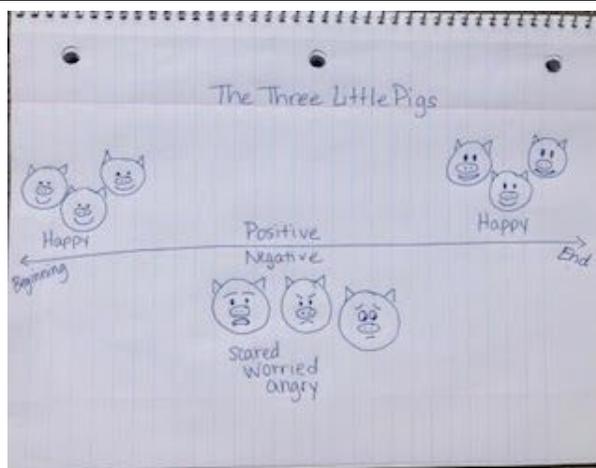
Resources Needed:

- Any STORY book or one of the online readings below.
 - Enemy Pie <https://www.storylineonline.net/books/enemy-pie/>
 - The Recess Queen <https://bit.ly/39OfTRV>
 - Stand Tall Molly Lou Melon <https://bit.ly/3aREcQt>
 - Too Shy for Show and Tell <https://bit.ly/2URmzdP>
 - Olivia <https://bit.ly/3aSn7WA>
 - Lots of great stories read by famous actors and actresses <https://www.storylineonline.net/>
- Pencil & paper
- Crayons or markers

Introduction/Description:

In this activity, children will listen to a story and identify the feeling displayed by the main characters. They will note changes in feelings. They will identify clues in the story that tell us how the character may be feeling.

Example:



Steps:

- Read aloud a STORY book or listen to one of the stories linked above.

- At points in the story where your child can identify feelings, pause and discuss what they think the character is feeling and WHY.
- Ask, "How do you think the character is feeling in this part of the story?"
- Ask, "How do you know they are feeling that way?"
- Continue reading and pausing when feelings can be discussed.
- Point out and discuss times when feelings change.
- Draw a line down the middle of a piece of paper to represent a timeline of the story.
- Write the title of the story book you read at the very top.
- In the top half, label it "Positive Feelings".
- In the bottom half, label it "Negative Feelings".
- Have a brief talk about what "positive" and "negative" mean and give examples.
- Go back through the story and review the feelings again.
- Draw a picture of the character's face or body to show how they felt at the beginning. If it is a negative feeling draw the face in the bottom half along the line. If it is positive, draw the face in the top part of the page.
- Draw another face in the appropriate space on the timeline as the character's feelings change.
- Label the feeling words that go with each picture.
- The last face should be the feelings of the character at the end of the story.

Finished Product:

You will have a timeline of character feelings from your story book to share with your teacher.

Adaptations:

- Help your child space out the drawings for the changes in the book. Some books will have more changes than others. This will help them plan the space before drawing details.
- Write the title for your child, modeling where capital letters go.
- Ask your child to pick the story if they have a favorite that they know well. This activity can help them take a deeper look.
- Help your child identify feelings they have and if they are negative or positive and that they can change often.