

<b>Title:</b> Character Feelings	<b>Grade:</b> Kindergarten
<b>Content:</b> English Language Arts	<b>Duration:</b> 10-15 minutes (may be repeated)

**Standard:**

- **RL.K.3:** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.7:** With support, describe the relationship between pictures and the story.

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

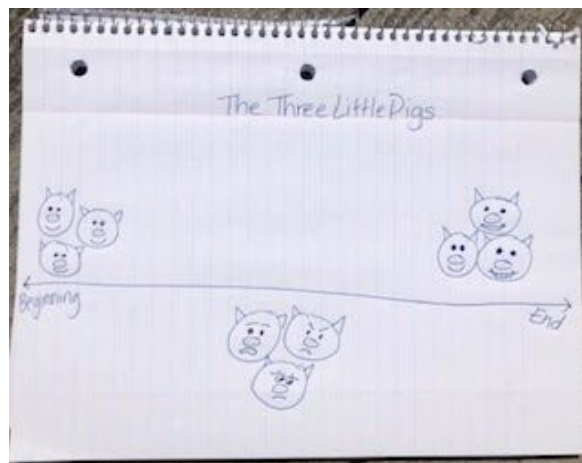
**Resources Needed:**

- Any STORY book or one of the online readings below.
  - Bear Says Thanks <https://bit.ly/2USy3OI>
  - Llama Llama Misses Mama <https://bit.ly/34ld8q4>
  - Wemberly Worried <https://bit.ly/2VcVlrw>
  - The Pout Pout Fish <https://bit.ly/3c0FMiW>
  - I Was So Mad <https://bit.ly/3bZgUrR>
  - Lots of great stories read by famous actors and actresses found here: <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 feel 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.
- Go back through the story and review the feelings again.
- Draw a picture of the character's face or body, Add details to show how they felt at the beginning.
- Draw another face in the appropriate space on the timeline as the character's feelings change. Continue through the story when feelings change or can be identified.
- 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 make faces and body language in the mirror that would go with the feelings. Talk about different times they feel this way in their daily life.