

SA 2-3 L1 MY FEELINGS THERMOMETER

Grade: 2-3

Competency Area: Self-Awareness

Lesson Title: My Feelings Thermometer (Lesson #1)

T-SEL Standard: 1.B.2. Students recognize the intensity of their emotions and can name increasingly complex emotions

Duration: 20 minutes

Materials Needed: ChalkWild erasable backpack + ChalkWild chalk markers + terry cloth

Lesson Directions:

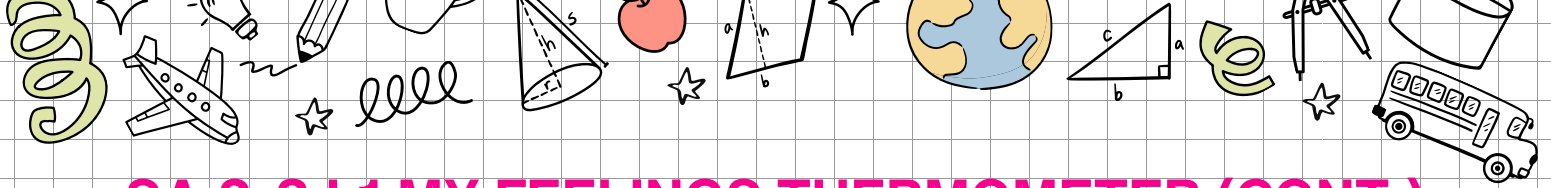
1. Introduction: Begin the lesson by gathering students together in a circle. Invite them to use their bodies to show what it might look like when it's cold outside. Students might shiver, rub their hands together, or pretend to warm themselves by a fire. After a few moments, ask them to show what it might look like when it's hot outside. Students might fan themselves with their hands, pretend to wipe sweat from their foreheads, or move slowly as if they are feeling warm.

Next, ask the students what tool we use to tell us the temperature. Call on a few students until one responds with the correct answer; thermometer. Explain to students that a thermometer tells us how hot or cold something is. It is a way of measuring the temperature. Explain that our feelings can be big or small just like the temperature outside can be cool or hot. Share with students that today they are going to create their own feeling thermometer to help them compare their emotions.

2. Drawing Activity: "My Feelings Thermometer"

- Provide each student with a copy of the My Feelings Thermometer worksheet. Guide students through the following steps:
 - Have each student place the thermometer handout in the backpack.





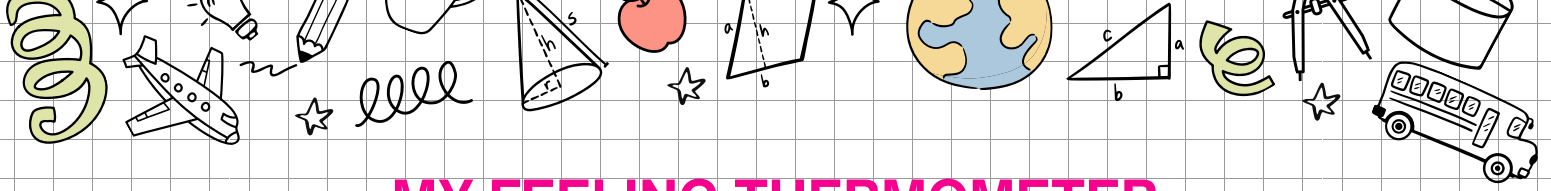
SA 2-3 L1 MY FEELINGS THERMOMETER (CONT.)

- Explain that the bottom of the thermometer is for feelings that are "cool" and calm. Ask them for examples of feelings that are easy to handle, like peaceful, calm, or content. Write or draw one of these feelings at the bottom of the thermometer.
- Next, move up the thermometer. Explain that this section is for feelings that are a little "warmer," but still comfortable. Ask for examples like happy, silly, or a little frustrated. Write or draw these feelings in the middle of the thermometer.
- Finally, explain that the top of the thermometer is for feelings that are "hot" and strong. Ask for examples of feelings that can feel overwhelming, like angry, furious, or anxious. Write or draw these feelings at the top.
- Once the thermometer is labeled, have the students color it in. Encourage them to use cool colors like blue or green for the bottom and warm colors like yellow, orange, or red for the top.

3. Sharing: Have students find a partner to share their feelings thermometers with them. The following prompting questions can be used to encourage discussion between students:

- Share a time you felt a feeling at the bottom of your thermometer, like peacefulness.
- Share a time you felt a feeling at the top of your thermometer, like anger.
- How did your body feel when you were at the top of the thermometer?





MY FEELING THERMOMETER

Diagram of a thermometer with a bulb at the bottom and a scale with four tick marks. To the right of the scale are three empty rectangular boxes for labeling. Three large arrows point from the boxes towards the thermometer scale.

