



## **Classroom Extension Activities**

### **Feelings and Faces: K-2nd Grade**

---

In the classroom, students will extend their experience by practicing close viewing of works of art, exploring emotions in art, and creating their own works of art.

For more classroom and at-home activities, visit

<https://www.tacomaartmuseum.org/tam-at-home/create-with-tam-at-home/>

---

## Close Viewing: Illustrations

**Whole class or small group, 15-30 minutes**

**Before and/or after museum program**

**Learning Target:** Students will analyze the visual art in a picture book and compare their predictions with the story.

### **Standards:**

CCSS ELA

RL.7

- (K) Describe the relationship between illustrations and the story in which they appear.
- (1) Use illustrations and details in a story to describe its characters, setting, or events.
- (2) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

WA Visual Arts

VA:Re7.2.K Describe what an image represents.

VA:Re7.2.1 Compare images that represent the same subject.

VA:Re8.1.2 Interpret art by identifying the mood suggested by the work of art and describing relevant subject matter and characteristics of form.

Social-Emotional Learning

4A (Early Elementary) With adult assistance, I can identify emotions and perspectives expressed by others.

### **Materials:**

Picture book (suggested books: *Dragonfly Kites* by Tomson Highway, *Niko Draws a Feeling* by Bob Raczka, *Call Me Tree* by Maya Christina Gonzalez)

### **Lesson Procedure:**

Select a picture book to read with your class. Find a page in the book with little or no text, but a vivid illustration including a character. (Alternately, look at the front cover or title page.) Show this page so that all students can see it, explaining that you will be looking at this illustration to figure out what the character is feeling.

First, have students quietly look at the image for at least 30 seconds. After 15 seconds or so, you may prompt them with instructions such as:

- Have your eyes start at the top of the picture and slowly work their way down to the bottom
- Have your eyes start at the left side of the picture and slowly work their way across
- Look carefully at what is in the corners of the picture
- Look carefully at what is in the center of the picture

Then, use Visual Thinking Strategies questions to help students analyze the image.

- Ask, "What do you notice?"
  - Call on one student to point out something they notice in the art.
- Ask, "What do you see that makes you say that?"
  - Ask that same student to describe why they said what they did. (For example, "It looks like clouds because the shapes are fluffy and layered.")

- o Paraphrase what the student said – this is a good opportunity to incorporate target vocabulary, make connections with other learning or what other students said, and check for understanding.
- Ask, “What else can we find?”
  - o Call on another student to point out something they notice, and repeat the process, asking them to describe their reason.
- Repeat until at least 5 students have had the chance to share something they noticed.

Once students have had the chance to closely look at the image, now start to connect the image to emotions. If there is a character in this image, what emotions do you think the character is feeling? What do you see that makes you say that?

Read the picture book out loud to the students.

To wrap up the lesson, discuss the accuracy of their predictions. Were they correct in guessing what the character’s feeling was? How did the illustration connect to the overall story?

**Extensions:**

Option 1:

Repeat the lesson with different books, or even with the same book using different page spreads. You may also choose to repeat this lesson structure in different settings – for example, as a whole-class lesson and also in differentiated reading groups.

Option 2:

Rather than looking at illustrations, view a work of art from the [Teacher Resource: Portraits](#) collection of TAM’s online collection. What emotions is this person feeling? What do you see that makes you say that?

## **Sensory Poem**

**Whole class, 1 or more sessions of 30-45 mins.**

**After museum program**

**Learning Target:** Students explore and express an emotion by writing a poem using sensory details.

### **Standards:**

CCSS ELA:

W.10 Write routinely for a range of discipline-specific tasks, purposes, and audiences.

L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

A (1) Sort words into categories to gain a sense of the concepts the categories represent.

B (2) Distinguish shades of meaning among closely related adjectives.

Visual Arts:

VA:Cr1.1.K Engage in exploration and imaginative play with materials.

VA:Cr1.1.1 Engage collaboratively in exploration and imaginative play with materials.

VA:Cr1.2.2 Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

Social-Emotional Learning:

1A (Early Elementary) With adult assistance, I can recognize how different emotions, feelings, and thoughts feel in my body.

### **Materials:**

Sensory poem worksheet (provided)

Artwork created during museum program

OR

Basic art supplies such as paper, pencils, colored pencils, crayons, markers, pastels, paints, etc.

### **Lesson Procedure:**

*Introduction:*

Lead a brief discussion activating students' prior knowledge from the museum program about how artists express feelings. Explain that poetry can also be used to express feelings, and students will be writing their own sensory poem about a feeling. Sensory poems use the five senses to talk about something.

As a class, brainstorm a list of emotions. Sort this list into the five major emotions: Joy, Sadness, Fear, Anger, Disgust. (Students may be familiar with these five emotions from the Pixar movie *Inside Out*.)

Choose one emotion to write a sensory poem about together. Go through the worksheet line by line, taking student ideas to complete the sensory poem.

*Writing:*

Distribute a sensory poem worksheet to each student. Allow time for students to complete their poem. If you are short on time or supplies, have students write their poem about the same emotion that was the inspiration for the artwork they created during their museum program. If you are incorporating the optional art-making activity, have students choose an emotion from the class list or one of their own.

*Art (optional):*

Have students create a two-dimensional work of art about the feeling they wrote about in their poem. This might be an abstract work of art that includes the color(s) from their poem, a picture of one of the images from the poem, or a scene showing a time they felt that emotion.

**Extensions:**

*Revisions and publication:*

Have students revise their poems. You may choose to use a peer-edit system, have students spell-check their work, etc. Students write or type their final draft for publication. Post the sensory poems along with the artwork on a class bulletin board. For remote learning, you may choose to have students submit pictures of their work to be compiled into a gallery. Alternately, students can post videos of themselves reading their poem and showing off their artwork to Padlet or a similar platform.

# Sensory Poem

(Emotion name) \_\_\_\_\_ is (color) \_\_\_\_\_.

It sounds like \_\_\_\_\_.

It tastes like \_\_\_\_\_.

It smells like \_\_\_\_\_.

It tastes like \_\_\_\_\_.

It feels like \_\_\_\_\_.