


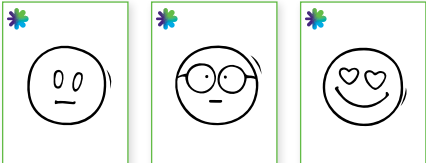




Did you know?

- ▶ Did you know that the practice of pedagogical documentation also supports a mentally healthy learning environment and helps build your knowledge and understanding of your students? Assessment for, as, and of learning makes thinking and learning visible to the child, the other children, and families and caregivers. This student centered, personalized, and visible approach empowers young students as active agents in their learning and helps foster a sense of competency.
- ▶ When educators co-construct learning, based on students' questions, needs and things that pique their interest you create an environment where students feel listened to and heard, contributing to their overall sense of well-being.



This simple learning experience will complement the learning expectations found in the Self-Regulation and Well-Being Frame of the Kindergarten Program.

| CHECK-IN | CURRICULUM CONNECTIONS |
|--|---|
| <p>Choose 6 emojis from our Feelings Flashcards to facilitate a student check-in. This link will take you to a set of 18 flashcards and a downloadable slide deck.</p>  <p>Have students try to name what that feeling is and explain why they might be feeling that way.</p> <p>Note: none of the images may best represent how the student is feeling on that day. Provide an option for students to draw their own feelings face/emoji to check in with their feelings</p> | <p>Overall expectation</p> <ul style="list-style-type: none"> • Communicate with others in a variety of ways, for a variety of purposes and in a variety of contexts. • Communicate their thoughts and feelings, and their theories and ideas, through various art forms. <p>This activity will help students identify feelings and emotions in themselves and others, explain why they might be feeling that way. They will begin to understand the range of feelings and how different people can experience different feelings.</p> |
| ACTIVITY | |
| <p>Follow up to Feelings Flashcards Check-in</p>  | <p>Talking about feelings, noticing and naming them, and connecting them to experiences helps students understand and express themselves more effectively. Once students have selected the emoji that best represents how they are feeling, have them try to show what that feeling might look in a picture. What colour(s) might they use to show it?</p> <p>Ask students what feeling they associate with each of the emojis shown on the flashcards. Keep a list of the feelings they shared. Remind students that not everyone will associate the same feeling with each image, and that's ok! Also, some emotions are expressed in similar ways. For example – joy, excitement, happiness.</p> |
| PARTNER | |
| <p>Read Aloud Video – Visiting Feelings</p>  <p>This story encourages us to treat our feelings like guests – welcome them in, get to know them, and spend a little time learning why they are visiting.</p> | <p>Consider sharing this link for the Read Aloud video with families and caregivers to help support conversations at home about all their feelings and why their child may be having those feelings.</p> <p>Here is a sample you may choose to include in your communication:</p> <p><i>“Today our class did an activity that explored feelings, noticing and naming them and connecting them to experiences. Here is a read aloud story that you could listen to together with your child. Talk to your child about what feelings they experience during their school day today.”</i></p>  |

