

Inside Out

Age Level: Kindergarten

Subject(s) Area:

- Math and Social Emotional

Materials Needed:

- Inside Out game board and cards
- Active board

Standards:

- **Math:**
 - K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
- **Social Emotional:**
 - PS:A1.5 Identify and express feelings
 - PS:A2.6 Use effective communications skills

Objectives:

- Student will be able to interact cooperatively with peers
- Student will be able to identify emotions
- Student will be able to count a number of objects

Learning Activities:

Technology: Active board

Required Vocabulary: Emotions, active listening

Opening Element:

- As a whole group, talk about the different emotions that the people experience every day (happy, sad, mad, scared etc.)
- Go through different scenarios where someone might feel a certain emotion
 - This might include things such as: when my dog is sick, when I get to see my cousins, when there is a thunder storm outside. The answers might vary between each student
- Give the class a scenario and have them talk with their elbow partner about how they might feel if that happened. Ex: there was a big snow storm and there was no school for a week.
- The students will be grouped into small groups to play the Inside Out game.

- To play the game, the students will draw a card and go the amount of spaces according to the color.
- The teacher will have the students count out the number of spaces that they move to practice their math skills.
- If the students land on an emotion, they will tell the group the last time that they felt that emotion.
- The student that reaches the middle of the board first wins.
- The teacher has the option of playing the game as a full class on the active board.

Reflective Questions: When was the last time you felt _____? How many spaces did you move? How do you know it was that many?

Instructional Methods:

- **Guided Practice Strategies:**
 - This activity can be done both whole group or small group according to how many students are present.
 - When observing the students, the teacher will have students practice saying _____'s turn, or your turn is next!
- **Independent Concrete Practice/Application: practice of skills in practical ways**
 - Students will practice communication skills while playing the game.
 - Students will use their own discretion when forming groups; students will be encouraged to welcome a peer that doesn't have a group.
- **Classroom management/movement:**
 - The students will begin in small groups for demonstration then they will break into smaller groups for the game.
- **Differentiation:**
 - Students that are shy will be paired with a friend that they work well with
 - If a student struggles with counting out loud, they can just move to the correct color on the game board.
- **Wrap-Up:**
 - After finishing the game, the students will come to the rug in the front of the classroom to discuss the game. The students will tell one thing that they learned about one of their peers during the game.
 - The class will also talk about what it means to work cooperatively while playing games.
- **Assessment:**
 - **Formative:** Teacher will observe the students based on their abilities to work cooperatively, count the numbers, and identify the emotions present in the game.
 - **Summative:** This activity is one of many that will be used to determine success of the objectives

- Reflection:

This lesson was so much fun to teach! I taught the lesson in a small group of 4 students during math workshop time. The game lasted about 10 minutes or so. When I mentioned that we were playing a game that was based off the movie “Inside out” I could just see the joy on the students’ face. Prior to the lesson I did not do the whole group discussion on emotions or have the students talk to their elbow partners about different scenarios. I think that right away the students were unsure of what to do but after a while they got the hang of the game and had a lot of fun. Working with the student that I did my case study on, I encouraged him to acknowledge his peers and practiced saying things like “your turn next!” Toward the beginning of the game, the students were very shy and didn’t talk a lot when I asked them questions but toward the end the students warmed up to me and talked more when I asked them questions. One thing I particularly enjoyed was listening to the students talk about the last time they felt a certain emotion. When asked when the last time he felt sad, the little boy I did a case study on told me “this morning when my mom wouldn’t let me eat a doughnut for breakfast. I think that connecting with a small group also allows a teacher to make connections with students and get to know them better. One thing that I would change about the lesson would be getting to know the students and their unique abilities prior to the game. During the game, I noticed that one young girl wasn’t able to tell me when the last time she felt happy was. Instead, I asked her to tell me what makes her happy rather than the last time she felt happy. Another student didn’t get the concept of moving to the next color and had to have more guidance than other children. Overall, it was a great lesson I would just get to know my students more before teaching the lesson.

INSIDE OUT GAME OF EMOTIONS

- 1 Print out the game board.
- 2 Print and cut out 3 sets of cards.
- 3 Shuffle the cards and lay them in a stack, face down.
- 4 Take turns drawing from the stack of cards. Follow the instructions on each card.
If you get a face card, you will move forward.
- 5 If you land on a MEMORY SPOT (the spot with the circles), you must tell a memory when you felt that emotion. The emotions coordinate with the characters from the Pixar Movie, Inside Out.
- 6 If you get to the end of the path and you run out of colors, you go to the WINNER circle and win the game!

YELLOW = JOY

BLUE = SADNESS

RED = ANGER

GREEN = DISGUST

PURPLE = FEAR

PINK = SILLY

INSIDE OUT GAME OF EMOTIONS

