**Color Cues**

**Activity:** Children will use color to explore emotions.

**Objective**
Children will increase their emotional literacy by identifying and responding to a variety of emotions.

**Targeted Standards**

III. Social and Emotional Development
III.A.1.a. Recognizes the emotions of peers and responds with empathy and compassion. [http://flbt5.floridaearlylearning.com/standards.html#d=I&a=four_year_olds](http://flbt5.floridaearlylearning.com/standards.html#d=I&a=four_year_olds)

**Checking for Understanding**
Children will present their paintings to peers and describe them using “emotional vocabulary.”

**Scaffolding**
- Provide hints and assistance to help children describe their painting.
- As children present, expand their responses.
- Encourage children to describe their thought process by asking “why” and “how” questions.

**Extension**
- Add the sense of “taste” and “sound” to the activity by introducing fruits and sounds to express emotion.
- Play Emotional Charades - using mirrors, call out “emotions” and have children use face or body and gestures to convey the emotion.
- Read, *The Boy with Big Feelings*, by Britney Winn Lee
- Create a Feelings Collage
- **Music & Movement:** Sing, “If You are Happy and You Know It,” but revise the verses to this familiar song, by using emotions from the list created with the children.

**Materials Needed**
- Index Cards
- Chart Paper
- Markers
- Brushes
- Paints
- Smocks
- Cups
- Water
- Egg Carton (for mixing colors)
- Eye Droppers
- Book: *Picasso for Kids*, by Margaret Hyde
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**Procedures**

Prior to beginning the activity, set up an “art studio” - refer to materials needed list

1. Sit with the children. Begin a discussion about emotions. Brainstorm with the children and create a list of feelings/emotions (familiar/unfamiliar ones.) Provide additional descriptions to the emotions listed.

2. View the book, *Picasso for Kids*, by Margaret Hyde (if book is not available introduce Pablo Picasso and his work using photographs/prints, etc.) Describe how Picasso used color to express his emotions. Talk about Picasso’s art periods: blue period (somber period, painted monochromatic painting in shades of blue) and rose period (happy period; used oranges and pinks.) Contrast and compare blue (sad) and rose (happy) periods.

3. Plan with the children. Explain that they will transition to the “art studio” and have the opportunity to use color to express their emotions.

4. Provide expectations and instructions regarding the use of supplies or materials,

5. Ask each child to identify an emotion he or she would like to color, as they transition to the “art studio.”

6. Write the emotion on an index card, read the word as it is written and hand it to the child.

7. Support children’s planning before and during the activity. Allow children to mix colors and paint pictures using different shades. Observe the children as they create their paintings. Ask children to explain their choice of color and help them make the connection to the emotion chosen.

8. Upon completion, reflect with the children about their paintings. Create a gallery and walk around allowing the children to present their creations. **Encourage children to talk about the colors chosen, explain why they chose the color, compare paintings with classmates and ask: Are there similar or different expressions for the same emotion? What clues do they have that helps to identify the emotion? How would they react to a friend having that emotion?**

9. Provide “emotional vocabulary” to the children as they present their work.

10. Place the “emotion” card on the painting. Take a picture of each child standing by his or her painting.

11. Create a book for the class. Place the book in the Class Library.