

# Emotional Health & Wellbeing: Matching 5 Basic Emotions

Student will learn to match basic emotions.

## Suggested Materials

LB3 Language Builder:  
Emotion Cards

- ★ LB3 001-040
- ★ Blank distractor cards



Student:

Projected activities for: \_\_/\_\_/\_\_ to \_\_/\_\_/\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

## Notes

# Emotional Health & Wellbeing: Matching 5 Basic Emotions

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## Lesson Focus

Student will learn to match basic emotions.

## Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

## Location

This lesson is intended as an indoor, classroom setup activity in which the teacher and student are seated across from each other at a table.

## Preparation

Pull the Basic Emotion Cards (LB3 001-040) from the LB3 Language Builder: Emotion Cards Box.

## Procedures

1. Sit in a chair or on the floor across from the student.
2. Make sure you have the student's attention.
3. Place 1 of the cards from the 5 Basic Emotions Series in front of the student.
4. Hand the student a corresponding emotion card and ask the student to match the cards.
5. Typical commands include, "Match **Happy**," "Put with Same," or "Put **Happy** with **Happy**."
6. Prompt if necessary.
7. Wait for the student to match the emotion cards correctly.
8. Reinforce or correct the student as appropriate.

## Prerequisites

The prerequisite for *Matching 5 Basic Emotions* is:

- ★ **Lesson 16: Common Objects**  
*Similar Matching*

## Standards

### Head Start

- ★ P-SE 6

### Common Core

- ★ ELA-LITERACY.L.K.5.B

### ABLLS-R

- ★ B7, B16

### VB-Mapp

- ★ VPMTS 8-M, 12-M

## Record Keeping

### Data Sheet

- ★ *Vocabulary-Based Lessons*

### Home Communication Sheet

- ★ *Emerging & Maintaining Vocabulary*



## Teacher Tip

**Surprised** and **Scared** are sometimes confused with face-only recognition. You may want to introduce **Surprised** last.

## Why Do We Teach This?

The reason we start with just **Happy**, **Sad**, **Angry**, **Disgusted** and **Surprised** is that psychologists and photographers agree that these are the only 5 emotions people can consistently recognize from the face only. The other emotions require more body language or context clues.



## Lesson Progression

Introduce 1 Basic Emotion card at a time.

- Follow this progression:
  - » Mass Trial matching 1 emotion card only.
  - » Mass Trial 1 emotion card vs. a distractor card you will not be teaching.
    - › You may need to start with a blank distractor card.
    - › Or you may be able to go right to an unrelated card like **Apple**.
    - › For this step, keep the distractor the same for each trial until the student can consistently match the target emotion.
  - » 1 emotion card vs. rotating distractor cards.
    - › Again, distractor cards should be cards you will not be teaching for a while or that the student has already mastered.
    - › This time, rotate in a new distractor card each trial, or every couple trials, keeping the target emotion card consistent (i.e., use the same **Happy** card as the target for every trial.)
    - › Do this until the student can consistently pick the target emotion, no matter which distractor you use.
  - » Introduce a 2nd target emotion, following the above procedure until the student can consistently select the new target emotion card vs. a rotating distractor (i.e., introduce **Sad**, and do every step above using only the **Sad** card.)
  - » When the student knows 2 target emotions:
    - › Step 1: Mass Trial Target 1 (**Happy**), with Target 2 (**Sad**) as distractor. Do not ask for Target 2 (**Sad**).
    - › Step 2: Mass Trial Target 2 (**Sad**) with Target 1 (**Happy**) as distractor. Do not ask for Target 1 (**Happy**).
    - › Step 3: Random Rotate Target 1 (**Happy**) and Target 2 (**Sad**).
  - » As student masters more target emotions, gradually increase the number of emotions in the field from 2, to 3, to 4, etc.
  - » Start with a grid array of emotions and progress to a messy array of emotions.
  - » Continue until the student can match all Basic Emotions in the LB3 Language Builder: Emotion Cards.

## Prompting

Suggested prompt ideas, in general from least to most invasive:

1. Glance toward the correct match.
2. Point to the correct match.
3. Hand the picture card to the student, holding it next to the matching card.
4. Place the target card closer to the student and the other choices farther away.
5. Place only the emotion card on the table.
6. Hand over hand match the picture card to its identical picture card.

## Next Steps

Once the student has mastered *Matching 5 Basic Emotions*, you can move on to:

★ **Lesson 66: Receptive Basic Emotions**

## Generalization

Once the student has mastered *Matching Basic Emotions*:

- Have the student practice matching emotions with another staff member.
- Have the student practice matching the emotions cards in settings outside of the classroom.
- Take pictures of staff or family members' faces making each of the emotions. Try to do this against a neutral background. Ideally, use the same background for all pictures. Practice matching emotions with these new pictures. Match the pictures to the LB3 Language Builder: Emotion Cards, as well as to each other.
- Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Vocabulary Home Communication Sheet*, so parents can try this activity at home or in other environments outside of school.
- Make duplicate copies of the generalization pictures you took, and send home for additional practice. You can also send parents and home staff to [www.stageslearning.com](http://www.stageslearning.com) FREE Resource section, where they can download and print sample Emotion Cards.

## Whole-Child Lesson Ideas

### Guess and Match

Use this introductory card game to practice the skills of matching emotions. This game can be as complex or as simple as needed based on the total number of cards and number of different emotion cards used.

Start with two contrasting emotions, such as **Happy** and **Sad**. Flip the card face down and ask the student to guess, "**Happy or Sad.**" Have the student flip the card over, keeping the card if they guess correctly. As a reward, make an exaggerated face to match the emotion they guessed correctly. Ask the student to show you their version of the emotion as well.

Add more cards to the array to make the game more fun.



# Vocabulary-Based Lessons DATA SHEET

LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Trial Types		Notes
V	Verbal	P	Physical	MT	Mass Trial	
PV	Partial Verbal	PP	Partial Physical	DT	Discrete Trial	
M	Model	G	Glance	RR	Random Rotation	
PM	Partial Model	L	Location	REV	Review	

Words Practiced	MT	DT	RR	REV	Words Practiced	MT	DT	RR	REV	Distractors

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										