Use Words to Describe Feelings

1. Focus

Explain Using Word That Describe Feelings

Say: When I write a personal narrative, I want my readers to feel like they are right next to me—feeling my event as if it were their own. To do this, I have to choose the best words that describe my feelings and the feelings of those around me. Today I’m going to show you how to choose the best words or phrases to describe your feelings and emotions.

Model How Writers Use Words That Describe Feelings

Display the modeling text on chart paper or using the interactive whiteboard resources. Ask students to listen as you read the first passage aloud and to listen for the words the author uses to show her feelings.

Modeling Text

One day my mom put her arm on my shoulder. “We’re going to have a garage sale…and we’re going to give away the puppies.”

“What? No, not Maya!” I shouted, feeling a piece of my heart break. “Can’t we keep her?” I pleaded, hoping against hope.

Say: The first paragraph sets up what is happening. The author’s mother plans to give away her pet. In the second paragraph, the author says she shouted at her mother and felt a piece of her heart break. The phrase “feeling a piece of my heart break” tells me how upset the author is. Giving away her dog is not okay. This is a terrible thing. Have you ever felt your stomach drop to your feet? That’s what the author is feeling. I sense that by her choice of words. I’m going to underline and label them “feeling words.” Underline and label the sentences.

Say: Then she goes on to say that she pleads with her mother. Plead is a great emotion word. It tells me the author is desperate. She pleads “hoping against hope.” This phrase tells me she’s not sure her pleading will work, but she’s going to try. I can tell from her words that she feels pretty bad. I’m going to underline those words and label them “feeling words.” Underline and label the sentences. Wow! Including feeling words and phrases is a great way for me to tell my story so my readers can understand my feelings and emotions.

Create a Class Feeling and Emotions Anchor Chart

Say: Writers use many words to share their feelings and emotions.

On chart paper, work with students to brainstorm words they might use to share feelings and emotions. Begin with the words you found in the modeling text.
Post this anchor chart for students to refer to throughout the unit.

### Feelings and Emotions Words and Phrases

<table>
<thead>
<tr>
<th>Word or Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>feeling a piece of my heart break</td>
</tr>
<tr>
<td>pleaded</td>
</tr>
<tr>
<td>hoping against hope</td>
</tr>
<tr>
<td>worse than anything</td>
</tr>
<tr>
<td>frustrated</td>
</tr>
<tr>
<td>held my breath while I waited</td>
</tr>
<tr>
<td>left a little piece of me behind</td>
</tr>
<tr>
<td>I was about to explode</td>
</tr>
<tr>
<td>broken</td>
</tr>
<tr>
<td>heartbroken</td>
</tr>
<tr>
<td>low as mud</td>
</tr>
</tbody>
</table>

Sample Feelings and Emotions Anchor Chart

#### 2. Rehearse

**Practice Using Words to Describe Feelings in Writing**

Write the practice text on chart paper or the whiteboard. Ask students to work with a partner to add words to this sentence that describe feelings. Each pair should write down their sentences and be prepared to read them to the class and explain how they added words that describe what they feel about their homework being ruined.

**Practice Text**

My homework was ruined.

**Share Practice Sentences**

Bring students together and invite pairs to read aloud their sentences and explain how they added words that describe what they feel. Have pairs identify their personal emotions and feelings. Record students’ sentences and post these as models for students to use as they write their own personal narratives.

#### 3. Independent Writing and Conferring

**Say:** We just learned that certain words and phrases help our readers understand our feelings. Remember, using just any word will not share what we feel. As you write your personal narrative, remember to include the best words and phrases.

**Writer’s Workshop Notebook:**

Have students identify a section of their personal narrative where they can use words to describe feelings. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

#### 4. Share

Bring the class together. Invite volunteers to read aloud a section of text where they found interesting ways to describe feelings.

### Strategies to Support ELs

#### Beginning

Beginning ELs will still be learning adjectives to describe feelings. Display the visual prompts on the interactive whiteboard and encourage them to name the emotions reflected in each photograph. Model as needed. You may wish to label each photo using the whiteboard tools.

#### Intermediate

Use the visual prompts on the whiteboard, but instead of having students simply name the emotion, encourage them to use more descriptive language for each photo. For example, instead of saying “The girl looks sad,” they might say, “The girl looks as if she wants to sit and have a good cry.” Encourage students to write down their sentences after they say them.

#### Advanced

Pair ELs with more fluent English speakers during the partner activity.