

**STAGES**  
learning materials

Instructions for Educators

Language Builder

# EMOTION CARDS



[www.stageslearning.com](http://www.stageslearning.com)

# The Stages Learning Materials Philosophy

We all know that learning happens in stages. Learn to crawl before you walk, learn to walk before you run. Language development also happens in stages. Our products are created to stimulate learning and provide tools and strategies for creative, effective language building at every stage.

As a company formed by a UCLA trained Behavioral Consultant and the parent of a child with autism, Stages Learning Materials is committed to providing parents, professionals, and educators with the highest quality educational materials in the industry. Stages' photo flash card sets, games, puzzles, books and posters use beautiful pictures and effective lessons to teach a variety of early language and critical thinking skills. Stages Learning Materials are found in preschools, day care centers, early childhood classrooms, autism programs, speech language programs, and homes around the world.

The stages of your child's development are precious and wonderful. Stages Learning Materials will partner with you to make the most of every stage.

## Your Language Builder: *Emotion Card set*

Congratulations on your purchase of Stages Learning Materials Language Builder: Emotion Cards. This quality set of flash cards has been specially designed as a tool for use by parents, professionals, and educators to teach key language concepts to preschool age children; children and adults with autism, speech and language disorders or developmental delays; and to anyone first learning basic language skills. The Language Builder Emotion Cards depict facial expressions and emotion provoking scenarios, with both men and women

of various ages and ethnicities. Half of the images are against a plain background, showing only the upper body and face, while clearly depicting a single emotion. The remaining cards show people in real life situations and activities, with natural settings and contexts, inviting discussion about a range of emotions, why the people may feel that way, and possible responses to these feelings.

41. Practicing Guitar			
Answer	True	False	Blank/Unsure/Don't Know
Practice playing	_____	_____	How do you feel? Why?
Practice playing	_____	_____	What do you think?
Well-known	_____	_____	How do you feel about the guitar?
Good-looking	_____	_____	Is it hard to play?
Like the	_____	_____	Is it easy to learn to play guitar?
Not like	_____	_____	How do you feel about that? Please
Learning	_____	_____	What do you think?
_____	_____	_____	

For the convenience of the instructor, the back of each card is numbered, provides a

label for the featured image, and lists suggested activities for which the

card is targeted. Cards # 41 – 80 also include some suggested conversation starters that are specific to each scenario.

Each hi-gloss card is 3 ½" x 5" and fits seamlessly into the rest of the Language Builder Program. The following is a list of the images included in the Language Builder: Picture Noun Card set:

### Basic Emotions

- |          |         |
|----------|---------|
| 1. Happy | 9. Sad  |
| 2. Happy | 10. Sad |
| 3. Happy | 11. Sad |
| 4. Happy | 12. Sad |
| 5. Happy | 13. Sad |
| 6. Happy | 14. Sad |
| 7. Happy | 15. Sad |
| 8. Happy | 16. Sad |

- |               |               |
|---------------|---------------|
| 17. Angry     | 29. Disgusted |
| 18. Angry     | 30. Disgusted |
| 19. Angry     | 31. Disgusted |
| 20. Angry     | 32. Disgusted |
| 21. Angry     | 33. Surprised |
| 22. Angry     | 34. Surprised |
| 23. Angry     | 35. Surprised |
| 24. Angry     | 36. Surprised |
| 25. Disgusted | 37. Surprised |
| 26. Disgusted | 38. Surprised |
| 27. Disgusted | 39. Surprised |
| 28. Disgusted | 40. Surprised |

### Emotion Provoking Scenarios

41. Practicing Guitar
42. Birthday Party
43. Board Game
44. Learning Ballet
45. Hugging
46. Scared with Stuffed Toy
47. Talking on Phone
48. Cleaning Room

49. Doing Homework
50. Working on Computer
51. At the Library
52. Boys Reading a Book
53. Argue Over Purse
54. Selfish with Strawberries
55. Sharing Strawberries
56. Feeling Sick in Bed
57. Visiting Grandma
58. Putting Together a Puzzle
59. Arguing Over Stuffed Bear
60. Working in the Garden
61. Sledding
62. Writing in School
63. Car Trouble
64. Sitting Alone
65. Concentrating on Cutting Paper
66. Taking a Test
67. Gold Star for Good Work
68. Chemistry Experiment
69. Doing Homework Together
70. Building a Toy Boat

71. Planting a Tree
72. Mom with Baby
73. Eating a Cookie
74. Cooking Together
75. Looking at Photo Album
76. Sleepy
77. Building with Plastic Blocks
78. Eating Vegetables
79. Fell Off Tricycle
80. Unhappy Couple
81. Blank Card

## **Suggested Activities**

The following are very general descriptions of activities that can be carried out using Stages' Language Builder Emotion Cards. This instruction manual is intended for basic reference only, and not to be a step-by-step guide to language instruction. For

guidance on intensive language instruction, consult a qualified therapist, clinician or educator.

### ***Emotion Card Matching***

Use the first forty cards in the set. These cards depict 5 basic emotions (Happy, Sad, Angry, Surprised, and Disgusted) that are most recognizable from facial expressions.

Place one of the cards on the table, facing your student. Hand your student a card depicting the same emotion and ask him or her to match the two. Your student can progress through three steps with this activity:

**(1) Matching the cards while only the target card is on the table.**

### ***Example:***

Hand your student card #1, depicting “Happy.” Place card #2, also depicting “Happy,” on the table. Ask your student to match card #1 to card #2. Try using a phrase such



as “put happy with happy.” There are no other cards on the table so the choice is clear. This allows you to reinforce the desired response and be certain your student understands that you expect him

or her match the two cards with the same emotion, and it allows your student to hear you use the word “Happy.”

**(2) Matching the target cards when there is also a blank distracter card on the table (card #81 is a blank distracter card for this purpose).**

**Example:**

Again, hand your student card #1, “Happy,” and you ask him or her to match it to card #2. This time, however, place a plain white distracter card on the table in addition to card #2. Your student has to select between the two cards on the table match his or her

card corresponding emotion card. Try this activity several



times, each time randomly changing the position of the target and the distracter cards. The goal is for your student to accurately match the cards regardless of the position of the cards on the table.

**(3) Matching the emotions with both the target card and one or more cards**

**depicting different emotions on the table. (this is the task the previous two have been building up to)**

**Example:**

Again, your student has card #1, "Happy." But now, you have the #2 "Happy" card on the table as well as one or more other emotion cards on the table (Angry or Sad, for example). Start with only one extra picture and move up as your student masters this activity. Your student now has to look at each emotion card and determine which one matches the "Happy." Again, you should try this activity several times while randomly changing the position of the "Happy" card on

the table and the other emotion card or cards on the table. You should also



switch out the other picture cards a few times (i.e. use an "Angry" card as a distracter one time, then switch to a card depicting "Sad." When your student masters this stage with all of the "Happy" cards, try this activity with each of the other 4 basic emotion categories.



## **Emotions Sorting**

Basic Sorting: Use cards # 1 – 40. Place multiple cards on the table and ask your student to sort the cards into piles of cards depicting the same emotions.



Advanced Sorting: Use all 80 cards. Place cards on the table and have your student sort the cards according to similar emotions. For Cards 41 – 80,

it is best to only use cards that clearly depict a single emotion, rather than



cards in which each person may be feeling different emotions. For example, Card #72 shows both people as Happy. This would be a good card choice for this activity. While Card #57 shows many different emotions, and would therefore not be a good choice for this activity.

## ***Receptive Emotion Labeling***

Basic Stage: Use any cards from #1 to #40 that depict head shots of the 5 basic emotions. Place a card on the table facing your student. Ask your student to give you, or to touch, the emotion card. Your student can progress through three steps with this activity:

**(1) Place only the target card on the table.**

***Example:***

Place #10 "Sad" on the table. Give your student the instruction "Give me Sad" or "touch Sad." When your student either



touches the card or hands it to you, you know that he or she has received and understood the word "Sad."

**(2) Place the target card and a blank distracter card on the table.**

***Example:***

Place #10 "Sad" as well as a blank distracter card



on the table facing your student. Give your student the instruction "Give me Sad" or "touch Sad." You should try this activity several times while randomly changing the position of the target card and the

distracter card. When your student either touches the card or hands it to you, regardless of the position of the card, you can feel even more confident that he or she has received and understood the word and recognizes the emotion “Sad.”

**(3) Place the target card and another picture card from the set on the table.**

**Example:**



Place #10 “Sad” on the table.

This time, also place one

of the other cards from the set on the table (#24, “Surprised,” for example). Give your student the



instruction “Give me Sad,” “touch Sad,” or perhaps “Who feels Sad?” When your student either touches the card or hands it to you, you know that he or she has received and understood the word and distinguished the emotion “Sad” from “Surprised.” Again, you should try this activity several times while randomly changing the position of the emotion cards, and you should switch out the distracter emotion cards a few times (i.e. use the “Surprised” picture as a distracter one time, then switch to a “Happy” picture. Start with only one other emotion card on the table. Then increase the number of other

cards so your student will have to carefully study all the cards before selecting the requested emotion.

### ***Expressive Emotion Labeling***

Use any cards from #1 to #80. Hold the card up for your student to see. Ask him or her “How does he/she feel” or “How do these people feel.”



#### ***Example #1:***

Hold up card #6 and ask your student, “How does she feel?” Your student should answer by saying “Happy.” Your student can start by giving a one word answer and progress to full sentence answers such as, “She feels happy.”

#### ***Example #2:***

Hold up card #43, “Board Game.” This picture shows two girls playing a board game together. One girl appears to be happy, the other appears sad. Point to the girl on the right and ask “How does she feel?” then point to the girl on the left and ask, “How does she feel?” This help your student begin to understand that the same situation may result in different emotions for different people.



### ***Why/Because***

Build on the basic Expressive Emotion Labeling by challenging the student

to consider why the people in the pictures may feel the way they do.

**Example:**

Show your student card #61, the picture of the boy on the sled. Ask your student, “How does he feel?” Your student may answer “Happy” or “Excited” or “Scared,” etc. Then ask your student, “Why?” If your student can not answer right away, you may need to prompt a response such as, “Because he’s riding the sled.”



showing emotions familiar to the child. Talk about what is happening in the picture and the feelings the situation may bring up. Start by choosing contrasting emotions.

**Example:**

Use cards #54 (Selfish with Strawberries) and #55 (Sharing Strawberries). Pointing to the picture, ask your student, “What is happening in this picture?” Depending on your student’s answer, help guide them to an understanding of the situation



**General Emotion Discussion**

Using cards #41 – 80, select photos

and the potential emotions. If your student says “I don’t know,” you may respond by saying, “Are the girls sharing the strawberries?” or “Is the girl keeping all the strawberries for herself?” or “Who has more strawberries?” Then you can follow up by asking about each girl, “How do you think this makes her feel?” or “Do you think she feels happy or sad?” or “Which girl feels happy/sad?”

At a more complex level, subtle differences in feeling and different responses to the same photo could be explored. For example, in #57, Visiting Grandma, each of the 4 people in the photo may be feeling different

emotions. You can ask your student, “Who might be feeling scared?” “Who is excited about something?” “Who might feel happy?” “Why do you think they feel that way?” “What might happen next?”

On the back of cards #41 – 80 are suggested questions to serve as conversation starters specific to that picture.



### ***Role Play***

Ask your student to act out emotional scenarios using the photos as a prompt.

## **Tell me about ...**

Show your student a picture and ask them to tell you about what is happening. Start with scripted responses, and move to more natural or creative discussions.



### **Example:**

Show your student card #61 Sledding. Ask your student to “tell you about this picture.” By looking at the picture, your student can get some basic answers. “The boy is riding a sled” “He is in the snow” “He is wearing a jacket.” As your student becomes more familiar with this activity you may progress to things that are not

readily apparent from the picture. “The boy is cold” “He is having fun.” When your student learns to write, this activity will transfer well from an oral activity to writing practice ... “Write down 3 things you know about riding a sled.” Again the picture makes a wonderful cue to prompt this activity.

## **Storytelling**

Show your student the picture and then ask them to tell you a story about the picture (i.e. “tell me a story about the boy on the sled”). You can always use some of the descriptions your student has mastered from the Tell me about ... activity to prompt the story.



**Other Quality Products from Stages Learning Materials:**

*Language Builder: Picture Noun Cards Set 1 and 2*

*Language Builder: Occupation Cards*

*Language Builder: Sequencing Cards*

*Lang-O-Learn Cards: Labeled in 17 languages*

*Real Life Learning Poster Sets*

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