



AGES 7-9

FREE PRINTABLE · SEL COMPANION

# Feelings *Word Wall*

*24 feeling words, kid-friendly definitions,  
and cut-apart cards for home and classroom.*



from *Wooden House Books*  
books for big feelings, small humans, and bilingual families

## Two ways in — for *home* and for *school*

### ♥ For *families*: a 2-minute start

Print the poster pages and tape them somewhere your kid sees often — the fridge, the bedroom door, near the dinner table. Use it as a check-in tool, not a quiz.

1. **Daily check-in.** Point to the wall. Ask: “Which word fits how you feel right now?”
2. **Story extension.** After reading together, ask: “Which word fits the character on this page?”
3. **Sorting game.** Cut the cards apart. Sort them into “gentle” and “big.”

*There is no wrong answer. The goal is naming, not fixing.*

### ★ For *educators*: CASEL alignment

This Word Wall builds Tier 2 emotion vocabulary aligned to CASEL **Self-Awareness** (identifying emotions) and **Social Awareness** (perspective-taking).

Suggested classroom uses for grades 1–3:

- Anchor chart for morning meeting check-ins.
- Sentence-stem support for student writing: “I feel \_\_\_ because \_\_\_.”
- Sort by intensity (mild → strong) to introduce **Self-Management** vocabulary.
- Pair with read-alouds; have students name the character’s feeling using a Tier 2 word.

Aligns with Transformative SEL anchors of **Identity** (naming inner experience) and **Belonging** (shared vocabulary across the class community).

## Feelings everyone *knows*



***happy***

you feel light and want to smile



***sad***

you feel heavy and might want to cry



***angry***

you feel hot and tight, like you might shout



***scared***

you feel shaky and want to be safe



***tired***

your body feels slow and your eyes feel heavy



***calm***

your breath is slow and your body feels still



***excited***

you feel bouncy and can hardly wait



***frustrated***

something keeps not working and you want to stop



***proud***

you did something hard and feel taller inside



***lonely***

you wish someone was here with you



***surprised***

something happens you did not expect



***curious***

you have questions and want to know more

## Feelings with more *nuance*



***jealous***

you wish you had what someone else has



***embarrassed***

your face gets hot and you want to hide



***disappointed***

something you hoped for did not happen



***hopeful***

you think something good might happen soon



***grateful***

you notice something good and want to say thank you



***overwhelmed***

there is too much going on at once



***nervous***

your stomach flutters before something new



***content***

you feel okay and do not need anything else



***brave***

you do something scary even though you feel afraid



***peaceful***

you feel quiet and easy inside



***irritated***

small things keep bothering you



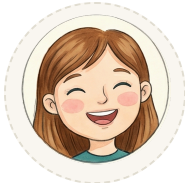
***confident***

you feel ready and know you can do it

## CUT-APART CARDS

# Cut. Sort. Talk.

Cut along the dashed lines. Use these 12 cards for matching games, intensity sorts, or feelings check-ins. *Scissors needed* — ask a grown-up to help.



*happy*



*sad*



*angry*



*scared*



*calm*



*excited*



*proud*



*frustrated*



*nervous*



*embarrassed*



*grateful*



*overwhelmed*

✂ CUT ALONG DASHED LINES — 12 CARDS

## Five ways to use this *at home*

Pick one. Try it for a week. Add another when you feel like it.

**1**

### **Morning check-in**

At breakfast, point to one word and ask: "Have you ever felt this?" Listen. Don't fix.

**2**

### **Body-clue game**

Pick a feeling. Ask: "Where would you feel this in your body?" Point or draw it together.

**3**

### **Story extension**

During a read-aloud, pause and ask: "Which word fits the character right now?"

**4**

### **Mirror practice**

Stand at the mirror together. Try making the face that goes with each word. Laugh when it's silly.

**5**

### **Bedtime word**

Before sleep, ask: "What was the strongest feeling you had today?" Find it on the wall.

#### **A NOTE FROM US**

If your kid picks a word you weren't expecting, stay curious. They are showing you how they see today. There is no wrong answer.

## Four CASEL-aligned *activities*

### STANDARDS ALIGNMENT

**CASEL competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills. **Transformative SEL anchors:** Identity, Agency, Belonging. **Grade range:** 1–3 (adapt for K with read-aloud only; adapt for 4 by adding written reflection).

#### ACTIVITY 1 • 15 MIN • PARTNERS

### Intensity Sort

*Goal:* distinguish mild vs. strong feelings.

*Steps:* Cut the Tier 1 cards apart. In partners, students sort cards into three piles: gentle, medium, big. Discuss disagreements as a whole class.

CASEL: Self-Management

T-SEL: Agency

#### ACTIVITY 2 • 10 MIN • INDEPENDENT

### Feelings Inventory

*Goal:* notice patterns in personal emotional experience.

*Steps:* Each student picks one Tier 1 word and one Tier 2 word that match a feeling they had this week. Write 1–2 sentences for each. Sentence stems: “I felt \_\_\_ when \_\_\_.” / “I felt \_\_\_ because \_\_\_.”

CASEL: Self-Awareness

T-SEL: Identity

#### ACTIVITY 3 • 20 MIN • SMALL GROUPS

### Emotion Thesaurus

*Goal:* build nuanced vocabulary by clustering related words.

*Steps:* Groups of 3–4 take 6–8 cards. Cluster cards by similarity (e.g., sad / lonely / disappointed). Add one new word to each cluster.

*Differentiation:* For multilingual learners, allow clustering with home-language words alongside English.

CASEL: Self-Awareness

CASEL: Social Awareness

#### ACTIVITY 4 • 15 MIN • WHOLE CLASS

### Character Feelings Map

*Goal:* apply emotion vocabulary to a read-aloud.

*Steps:* After a read-aloud, point to spreads. Ask the class to choose Word Wall words that describe the character’s feeling. Build an anchor chart of evidence:

“We saw \_\_\_, so we think the character felt \_\_\_.”

CASEL: Social Awareness

CASEL: Relationship Skills

T-SEL: Belonging



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