

SECTION 1 • THE MAT, CARDS AND ANSWER KEY

EMOTION MATCHING

RDS AND ANSWER KEY

g Mat

or word already placed. Decide which one goes with which, then place both.



CUTTING AND PRINTING

Print on cardstock for a card that survives daily handling; plain paper works for a spare set kept in a folder. Cut on the dashed lines and round the corners if a student mouths cards. Velcro or a binder ring keeps the set together between uses.

WORD	WHAT THE PICTURE SHOWS
happy	A wide open grin (GRINNING FACE)
sad	A single tear under a frown (CRYING FACE)
angry	Furrowed brows and a frown (ANGRY FACE)
scared	Raised eyebrows over an open, alarmed mouth (FEARFUL FACE)
calm	Closed eyes and a small, gentle smile (RELIEVED FACE)
surprised	A round open mouth and raised, straight eyebrows (ASTONISHED FACE)
tired	Closed eyes and three floating "Zzz" marks (SLEEPING FACE)
silly	A wink and a stuck-out tongue (FACE WITH STUCK-OUT TONGUE AND WINKING EYE)

CHECKING THE WORK

Once every slot holds a pair, compare each one to the self-check answer key (page 11). A pair that matches a line on the key is correct; a pair that does not gets tried again, with no card treated as wrong on its own — only the pairing is being checked.

What Is Inside, and Where

Before you begin

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Three Steps
START HERE

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Picture Cards
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Emotion Reference
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HOW THE TAGS ON EACH PAGE WORK

A small tag in each page's corner: **Board** fill out and cut, **Cards** cut-apart pictures or words, **Log** the data sheet, **Tracker** the roll-up, **Example** the filled sample, **Notes** sent or handed off, **Reference** everything else.

Start Here — Three Steps



1

Print and cut

Print the chart (page 6) from the color set for teaching, or the ink-saver set (page 15) for a photocopy that goes home. Print the mat (page 7), the eight picture cards (pages 9 or 14) and the eight word cards (page 10) on cardstock, laminate, and cut on the dashed lines.

Blank cards for any emotion not already made are on page 12: draw or write, print, cut.



2

Match, then check

Look at a picture card, choose the word card that goes with it, and place both in an open slot on the mat (page 7). Once every slot is filled, check the pairs against the self-check answer key (page 11).

The how-to page (17) has the rest: how much support to offer, what to do when a pair doesn't match, and what to do when an emotion is missing.



3

Log it, roll it up, send it home

One row on the log (page 18) each pair attempted: how it was matched — independently, with a model, or not matched.

Total the week on the roll-up (page 19) and dot the graph. Send the family page (page 21) home when the cards are new; the hand-off page (page 22) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: an eight-emotion reference chart in two art sets, a matching mat with eight open slots, eight picture-only cards, eight word-only cards, a self-check answer key, and eight blank cards, with type-in fields on the mat, the log, the roll-up, the family page, the hand-off page and the blank cards. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

Not an editable online slideshow or word-processor document, and **not the Feelings Chart and Check-In Cards check-in board** — that file asks “how do I feel right now” with one self-labeled card; this is a matching activity with two unlabeled decks and an answer key. Not a behavior plan, eligibility tool, or therapy protocol; names no clinical finding, supplies no prompt hierarchy or mastery rule, promises no outcome.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning the eight emotion words	Chart, page 6
A student matching one pair at a time	Matching mat, page 7
A small group, or a mat that travels in a folder	Desk-size mats, page 8
A photocopier, or a copy that goes home	Ink-saver picture cards, page 14
The IEP meeting or a family conference	Roll-up and graph, page 19; example, page 20

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open in Acrobat Reader or Preview, not a browser tab. **A picture reads as a different word.** Use a blank card; **Ask a Question** reaches me for a free fix. **Confidentiality:** a filled-in log is a student record — initials only leaving your hands.

REFERENCE

Emotion Reference Chart (Color)

Eight pictures and their words shown together, meant to be posted and taught from, not cut apart. This is the color set; the same chart in the ink-saver set is on page 15.



happy



sad



angry



scared



calm



surprised



tired



silly

HOW THE CHART IS USED

Teach the eight words from this chart before the first round on the matching mat (page 7): point to each picture and say its word. A student cannot match a word they have never been shown.

WHY THE CHART SHOWS BOTH, AND THE MAT DOES NOT

This chart is for TEACHING the eight words, so the picture and word are shown together here on purpose. The matching mat (page 7) and the two card decks (pages 9 and 10) never show a picture and its word together — that is what makes the mat a matching task instead of a second chart.

BOARD

Matching Mat

Eight open slots, no picture or word already placed. Decide which one goes with which, then place both.

NAME

TODAY

HOW THE MAT IS USED

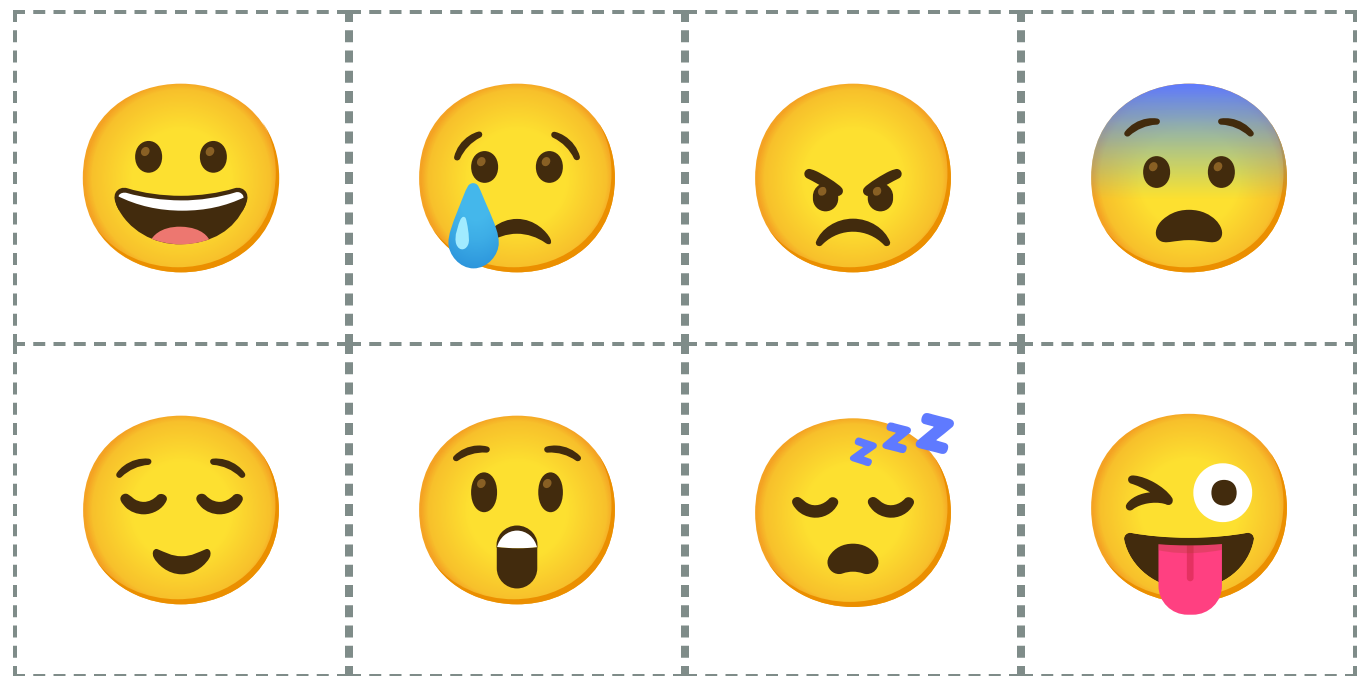
Cut apart the picture cards (page 9) and the word cards (page 10). Look at one picture, decide which word goes with it, and place both cards in the same open slot. A pair is not moved once both cards are placed.

CHECKING THE WORK

Once every slot holds a pair, compare each one to the self-check answer key (page 11). A pair that matches a line on the key is correct; a pair that does not gets tried again, with no card treated as wrong on its own — only the pairing is being checked.

CARDS **Picture Cards (Color)**

Eight 1.75-inch picture-only cards, no word printed on any of them — that is what makes matching them to the word cards (page 10) a real identification task. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same eight in the ink-saver set are on page 14.



WHY NO WORD IS PRINTED ON THESE CARDS

A picture card that already named its own emotion would remove the identification step this activity is built around. The chart (page 6) is where the picture and its word are taught together; these cards are for after that teaching, when the match is the student’s own work.

CUTTING AND PRINTING

Print on cardstock for a card that survives daily handling; plain paper works for a spare set kept in a folder. Cut on the dashed lines and round the corners if a student mouths cards. Velcro or a binder ring keeps the set together between uses.

WHAT EACH PICTURE SHOWS (FOR THE ADULT, NOT PRINTED ON THE CARD)

WORD	WHAT THE PICTURE SHOWS
happy	A wide open grin (GRINNING FACE)
sad	A single tear under a frown (CRYING FACE)
angry	Furrowed brows and a frown (ANGRY FACE)
scared	Raised eyebrows over an open, alarmed mouth (FEARFUL FACE)
calm	Closed eyes and a small, gentle smile (RELIEVED FACE)
surprised	A round open mouth and raised, straight eyebrows (ASTONISHED FACE)
tired	Closed eyes and three floating “Zzz” marks (SLEEPING FACE)
silly	A wink and a stuck-out tongue (FACE WITH STUCK-OUT TONGUE AND WINKING EYE)

CARDS

Word Cards

Eight 1.75-inch word-only cards, one for each emotion on the chart (page 6), with no picture on any of them. The same word cards are used with both the color and the ink-saver picture cards (pages 9 and 14) — only one set of words is needed because plain printed text has no color to lose on a photocopier.

happy	sad	angry	scared
calm	surprised	tired	silly

CUTTING AND PRINTING

Print on cardstock or plain paper and cut on the dashed lines. These cards print the same in color or black-and-white, so one set covers both picture decks.

MATCHING, NOT READING, IS THE TARGET SKILL

If a student cannot yet read the printed words independently, read each word aloud while pointing at it before the first round on the mat (page 7); the chart (page 6) pairs every word with its picture for exactly that purpose.

WHERE THE SAME WORD ALSO APPEARS

WORD	ITS PICTURE CARD
happy	Page 9 (color) or 14 (ink-saver)
sad	Page 9 (color) or 14 (ink-saver)
angry	Page 9 (color) or 14 (ink-saver)
scared	Page 9 (color) or 14 (ink-saver)
calm	Page 9 (color) or 14 (ink-saver)
surprised	Page 9 (color) or 14 (ink-saver)
tired	Page 9 (color) or 14 (ink-saver)
silly	Page 9 (color) or 14 (ink-saver)

REFERENCE

Self-Check Answer Key

All eight correct pairs, small, in one place, so a match can be checked without an adult.



happy



sad



angry



scared



calm



surprised



tired



silly

HOW TO USE THIS PAGE

After every slot on the matching mat (page 7) holds a picture card and a word card, check each pair against the lines above. A pair is correct if the picture and the word on it appear together on one line here.

WHAT THIS PAGE IS NOT

Not a chart to teach from and not a card to cut apart — it stays whole, as the one page a student checks their own work against. The chart (page 6) is where the words are taught before the first match.

IF THE TWO DECKS GET MIXED TOGETHER

Sort the picture cards (page 9) and the word cards (page 10) into two separate piles before a round, then use this key the same way once every slot on the mat is filled — the key does not change no matter which deck ran out of order first.

WHY THE KEY IS NEVER CUT APART

Every other page in this file that shows a picture is meant to be cut into cards (pages 9, 14, 10, 12). This page stays whole and goes in the same folder as the mat (page 7), face down until a round is finished, so a student checks work rather than reading answers in advance.

LOG

Matching Practice Log

One row every pair attempted on the mat. It counts one thing: whether the pair was matched, and how much support it needed.

STUDENT

SETTING OR ACTIVITY

WEEK OF

I = MATCHED INDEPENDENTLY · P = MATCHED WITH A MODEL OR A NARROWED CHOICE · N = DID NOT MATCH — ONE ROW PER PAIR ATTEMPTED

DATE	EMOTION MATCHED	HOW MATCHED	NOTES

WHAT ONE ROW COUNTS

One row is one pair, checked once against the answer key. Log every pair attempted, even one that matched easily — a row of all I is useful data too.

TOTALING THE WEEK

Count every row for the week, and every I among them; the roll-up (page 19) turns that count into a percent.

WHAT GOES IN NOTES

Which word or picture card needed a second try, in your own words — the log tracks the pair, not a reason for a mismatch.

TRACKER

Weekly Roll-Up and Graph

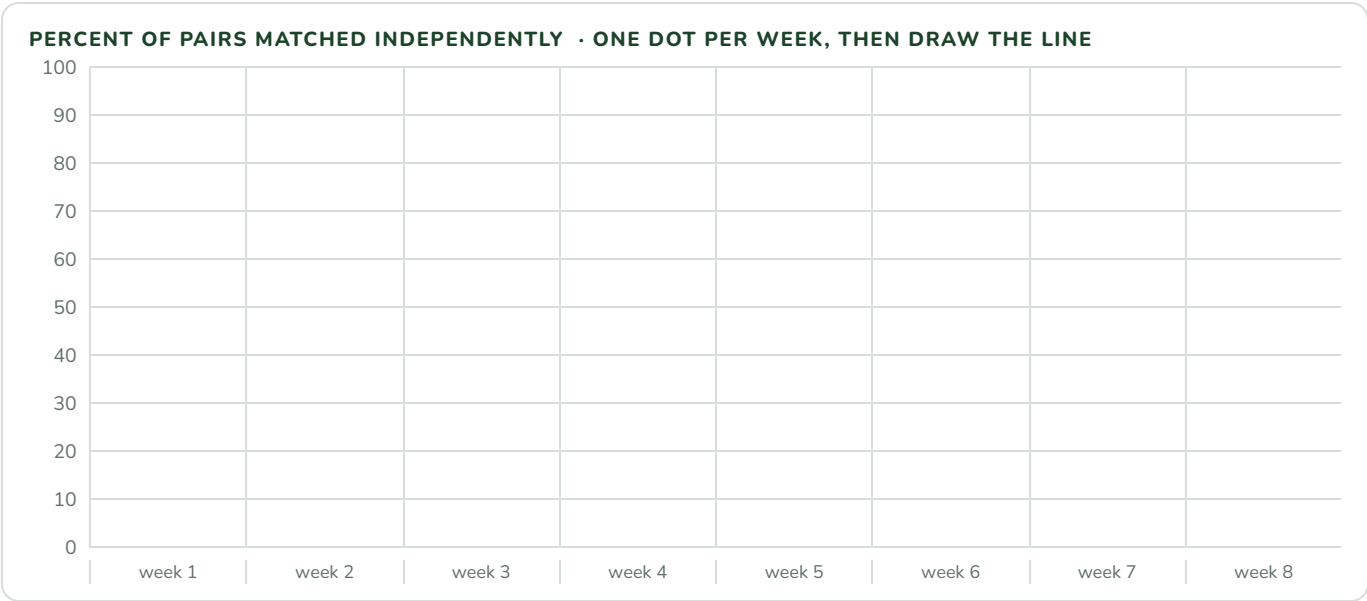
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	PAIRS MATCHED	MATCHED INDEPENDENTLY	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					



FIGURING THE PERCENT

Count the rows on the log (page 18) for the week and the I marks among them: pairs matched independently divided by pairs attempted, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more pairs are being matched without a model; the criterion field above is where your team’s own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the tables above.

Mia is invented, and so is every mark on this page. One day on the log, then three weeks on the roll-up, to show how the pages read once real marks are on them.

The log, one day (page 18)

DATE	EMOTION MATCHED	HOW MATCHED	NOTES
9/29	happy	I	Matched the picture to the word right away
9/29	sad	I	Matched the picture to the word right away
9/29	angry	P	Needed the word choices narrowed to two
9/29	scared	I	Matched the picture to the word right away
9/29	calm	I	Matched the picture to the word right away

The roll-up, three weeks (page 19)

#	WEEK OF	PAIRS MATCHED	MATCHED INDEPENDENTLY	PERCENT INDEPENDENT	NOTES
1	9/8	6	4	67%	—
2	9/15	7	6	86%	—
3	9/22	8	7	88%	—

READING THE NUMBERS

The day above: 4 of 5 pairs matched independently (80 percent), one P (angry needed the word choices narrowed). The weeks: 4 of 6 pairs (67 percent), then 6 of 7 (86 percent), then 7 of 8 (88 percent) — a line rising week on week. Every percent is that week's own independent count divided by its pairs attempted.

A LINE THIS SHEET COULD WRITE

"Mia matched 7 of 8 pairs independently the week of 9/22 (88 percent), up from 4 of 6 the week of 9/8."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 19) at 67, 86 and 88, joined by a line that rises. The one P in the day above shows the log tracks WHICH pair needed support, not just how many.

WHAT THIS EXAMPLE IS NOT

One invented student's day and three weeks. It sets no typical rate, predicts nothing about a real student, and does not say which emotion is harder to match in general — that reading is your team's, not this file's. The criterion field would hold whatever Mia's team wrote — not a number this file supplies.

WHAT A CASE MANAGER COULD BRING TO A MEETING

The three roll-up rows (page 19), read alongside the five filled log rows (page 18), show a trend and one concrete day without bringing the whole stack of daily logs to the table.