

#1.4 – Feelings and Emotions

Before You Begin

- Review Introduction and Preparation for the Focus Area – About Me, for guidance in planning for this topic of study.
- Refer to Developing Weekly Activity Plans for Adventures for Toddlers for information on how to develop your plans.

Big Ideas

Here is a big idea about toddlers that you can help them explore:

- I have feelings and emotions.

Teacher Note: Consider extending this Topic of Study beyond a one-week period of time. There is so much for children to learn about their feelings and emotions. Carry over activities from one week to the next because toddlers enjoy and learn through repetition.

Materials to Collect and Make

Featured Books

Snuggle Puppy by Sandra Boynton (BB)
Hug by Jez Arborough

Key: (BB) – Available in Board Book only
(+BB) – Also available in Board Book

Teacher Note: See **Book List** section for additional books that can be used should some of the featured books be unavailable and as supplemental books to read with children.

Books to Make

We Are Friends

Storytelling Figures and Mother Goose Rhyme Charts

- Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, Jack and Jill (See Attachment: [Jack and Jill](#))
- Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, Jack Be Nimble (See Attachment: [Jack Be Nimble](#))
- Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, Little Miss Muffett (See Attachment: [Little Miss Muffett](#))
- Illustrated Mother Goose Rhyme Chart, Jack and Jill
- Illustrated Mother Goose Rhyme Chart, Jack Be Nimble
- Illustrated Mother Goose Rhyme Chart, Little Miss Muffett

Additional Materials

- Sensory bottles
- Sound bottles
- Unbreakable hand-held and wall-mounted mirror
- Textured balls, fleece or felt balls, rolled-up socks, nylon-net puffs (for bathing)
- Grocery bag blocks

Book List

Featured Books

Snuggle Puppy by Sandra Boynton

Hug by Jez Arborough

Additional Books

Guess How Much I Love You by Sam McBratney (+BB)

I Was So Mad by Mercer Mayer

Owl Babies by Martin Waddell, illustrated by Patrick Benson (+BB)

Won't You Be My Kissaroo? By Joanne Ryder, illustrated by Melissa Sweet

Mother Goose Books

Humpty Dumpty and Other Rhymes by Iona Opie, illustrated by Rosemary Wells (BB)

My First Mother Goose (BB)

Reading Books with Toddlers

Teacher Note: Review the section in **Curriculum Tips and Techniques** on *Reading Books with Children* for suggestions on how to use books with children.

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL1.1 Engages in read-alouds and conversations about books and stories

EL2.1 Notices and manipulates the sounds of language

Book: *Snuggle Puppy* by Sandra Boynton

First Reading of *Snuggle Puppy*

- Take a stuffed dog to the reading area, keeping it out of sight of the children. .
- Open the book to the title page and say to the children, "This is Snuggle Puppy and his mother."
- Invite children to tell you about their puppy or their dog; the name of their dog and some of the things they do with their dog.
- Begin to read the book, showing each page as you read the story to the children.
- Follow the directions on the last two pages; first whisper it, then say it real loud and bring out the stuffed dog and give it a big smooch.
- Allow each child to hold the dog and give it a big smooch.

Second Reading of *Snuggle Puppy*

- Take Snuggle Puppy with you to the reading area.
- Explain to the children that Snuggle Puppy is going to sit in your lap as you read the story to them.
- Show the cover page and read the title.
- Read the story with the children, inviting them to say “OOO” with you each time, whispering when you do and being loud when you are loud.
- Explain to children that Snuggle Puppy will be in the reading area if they want to read a story to him.

Book: *Hug* by Alborough

First Reading of *Hug*

- Consider reading this book with two or three children, if possible, so that each child can easily see the pictures which tell the story which only has three words.
- Show the cover and say, “This is a chimpanzee and he wants a hug.”
- Do a picture walk since there are only three words in the entire book. For example, show the first double spread and say “Here are a mother and a baby elephant hugging each other. The little chimpanzee is pointing to them as he says ‘hug’.”
- Show the next double spread and point to the two chameleons and say, “See the two green chameleons hugging, and the two snakes hugging.”
- Show the next double spread and tell the children that the little chimpanzee is sad because he doesn’t have anyone to hug.”
- Continue showing the double spread pages and calling attention to the animals who are hugging; the lions, the giraffes and the hippopotamus.
- Show the pages where the chimpanzee is standing on the trunk and yell “HUG”, then the next pages where he is sitting on a rock and crying.
- Show the pages where you see the mother chimpanzee and say in a loud voice, “BOBO” and the chimpanzee is seen running toward his mother. Say in a loud voice “MOMMY.”
- Show the last pages and talk with the children about all of the animals hugging each other.
- Invite the children, one at a time, to give you a hug. Encourage them to hug each other.
- Suggest that children hug their family members who come in to pick them up.

Teacher Note: *Make sure each child has an opportunity to be involved in the reading of this book.*

Teacher Note: *Remind children to hug family members when they come in to pick them up.*

Language and Cognitive Materials and Experiences

Learning Goals:

LD1.1 Understands and responds to language (in child’s home language)

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language

Jack Be Nimble

Jack be nimble,
Jack be quick.
Jack jump over the candlestick.

Note: *Provide a block for one child at a time to jump over as you insert his or her name into the rhyme.*

Jack and Jill

Jack and Jill
Went up the hill,
To fetch a pail of water.
Jack fell down,
And broke his crown,
And Jill came tumbling after.

Sally Go Round the Sun

Sally go round the sun
Sally go round the moon
Sally go round the chimney pots
On a Sunday afternoon.

Teacher Notes:

- *Substitute furniture or equipment that you want children to go around as you say this rhyme. For example,*
Sally go round the table,
Sally go round the chair
Sally go round the slide.
- *After saying the previous 3 rhymes with children, substitute children's names in the rhyme.*
- *Make charts for Jack Be Nimble and Jack and Jill. Laminate or cover the charts with clear self-stick paper for durability. (See **Curriculum Tips and Techniques**, for information on making charts.) Show the charts as you and the children say the rhymes together. Post the charts at child's eye level. Should you observe a child looking at one of the charts, join her and invite her to say the rhyme with you.*

Little Miss Muffett

Little Miss Muffett
Sat on her tuffett,
Eating her curds and whey.
Along came a spider
And sat down beside her,
And frightened Miss Muffett away.

Note: *Invite children to discuss things that frighten or scare them.*

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (clap twice)
If you're happy and you know it, clap your hands. (repeat)
If you're happy and you know it, then your face will surely show it. (point to smiling face)
If you're happy and you know it, clap your hands. (smile, clap hands)

If you're sad and you know it, cry "boo-hoo." (rub eyes)
If you're sad and you know it, cry "boo-hoo." (rub eyes)
If you're sad and you know it, then your face will surely show it. (point to sad face)
If you're sad and you know it, say "boo-hoo." (sad face, cry "boo-hoo")

Teacher Note: *Add verses for other feelings such as frightened/scared and include appropriate actions.*

I Love You

(Sing to tune of Are You Sleeping)

I love John, I love John (point to a child)
Yes I do, yes I do.
John, I really love you.
John, I really love you.
Yes I do, yes I do.

Teacher Note: *Sing the name of each child who is involved in an activity with you.*

I Have Something in My Pocket

(Sing or say and match actions to words)

I have something in my pocket,
It belongs across my face.
I keep it very close at hand
In a most convenient place.

I bet you cannot guess it,
If you guessed a long, long while.
So I'll take it out and put it on.
It's a great big happy smile.

Skidamarink

Skidamarink a dink a dink,
Skidamarink a doo,
I love you.
Skidamarink a dink a dink,
Skidamarink a doo,
I love you.

I love you in the morning
And in the afternoon,
I love you in the evening
And underneath the moon;
Oh, Skidamarink a dink a dink,
Skidamarink a doo,
I love you!

Teacher Note: Review the section in *Curriculum Tips and Techniques* on Making Storytelling Figures (felt or magnetic).

Learning Goal:

LD1.1 Understands and responds to language (in child's home language)

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language

Planned Activity: Saying Mother Goose Rhymes: (YT & OT)

Jack and Jill
Jack Be Nimble
Little Miss Muffett

How to begin:

- Make either felt or magnetic figures for the rhymes. (See Attachments for patterns)
- Read the rhymes with children several times so that they are familiar with the characters and the order of events.
- Use the figures to say the rhymes.
- Involve children in placing figures on the story board when you feel they can do this.

Teacher Notes:

- Use the Nursery Rhyme charts to involve children in saying the rhymes.
- Post the charts on the wall at child's eye level.
- Join a child you see looking at one of the charts, say the rhyme and encourage the child to say it with you.

Social and Emotional Experiences

Learning Goals:

SE3.1 Shows awareness of self as unique individual (preferences)

SE3.2 Demonstrates competence and confidence

Planned Activity: By Myself (YT & OT)

Materials: Puzzles

How to begin:

- Place a couple of puzzles with which the child is familiar on a table and invite a child to join you. Offer the child a choice of puzzles. Say, "Would you like to work the puzzle with the dog or the puzzle with the horse?"
- Ask the child if she would like to do the puzzle by herself or if she wants you to do it with her.
- Honor the child's choice. If she struggles to complete the puzzle, again offer to help her.
- Comment on the child's accomplishments by saying, "Wow! You did that puzzle all by yourself," or "You just needed a little help with that puzzle."

Extensions:

- Look for other opportunities to encourage children's independence; opportunities such as washing hands, putting on a coat, or playing with a new toy.
- Make supportive comments that are specific to the activity. For example, "You are ready to put on your coat by yourself" or "You just needed a little help putting on your coat." Avoid comments such as "Good girl" or "You're such a big boy."

Learning Goals:**SE3.2 Demonstrates competence and confidence****SE1.1 Demonstrates positive connection to family and community** (*learning community*)**Planned Activity: Helping with Clean Up (YT & OT)****Materials:** Toys children have been playing with**How to begin:**

- Begin to put toys away in the proper place. Say, "I'm putting the blocks on the shelf."
- Invite children to assist you by naming the item and directing one child to put it where it belongs. For example, say, "Elise, please put the balls back in the box." "Jalen, please put the puzzle back on the shelf." "Carmella, please put this book on the book shelf."
- Assist children as they need help.

Extensions:

- Consider other ways children can help with clean up. For example, you can ask them to place their napkins in the trash bin and their cups in the sink or container for washing.
- Have an individual space for each child to store personal belongings. Label the space with the child's picture and name. Assist children to put items such as coats or extra clothes in their space.
- Encourage families to allow their children to assist in putting their belongings in their individual space.

Teacher Note: Use picture and word labels on storage containers and shelves to give children a visual cue as to where toys belong. Labels you create in your classroom should be made with lowercase letters and initial capital letters only. In this way, you help children to begin making a connection between the print they see in the environment and the print in books. For example, "Puzzles".

Learning Goals:**SE1.2 Interacts with peers****SE3.1 Shows awareness of self as unique individual****SS1.1 Demonstrates positive connection to family and community** (*learning community*)**Planned Activity: We Are Friends (YT & OT)****Materials:** *We Are Friends* Book**How to begin:**

- Take a photo of each child in your group as he or she is engaged in an activity.
- Put the photos into a small, one-photo-per-page album.
- Label the album, **We Are Friends**
- Sit on the floor and say, "I'm looking at this book about friends. I see a picture of Jamie playing with the cars. Here's a picture of Manuel eating his lunch."
- Invite children to join you in looking at the book.
- Turn the pages and describe what each child is doing. Be sure to include the child's name.
- Turn the pages and invite children to name the child on each page. Invite older toddlers to describe what each child is doing.

Extension:

- Place the book in the Library Area so children can look at it on their own.
- Join a child who is looking at the book and involve him or her in naming the children and describing the activity.
- Take photos of children playing side-by-side and put them in an album. When sharing this album with children make comments such as, "Randall and James are both looking at books."

Teacher Note: When you invite a child to join you in an activity, make sure the child is not actively engaged in something interesting.

Sensory and Art Materials and Experiences

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (adjusting behavior to match context)

Planned Activity: Sensory Bottles (YT & OT)

Materials: Collection of sensory bottles (Review the section in **Curriculum Tips and Techniques** for Making Sensory Bottles)

How to begin:

- Place the bottles on a low shelf or table.
- Observe toddlers as they interact with the bottles. Do they shake them? Do they roll them? Do they look at the objects inside the bottle? Do they apply the strategies they used with one bottle to another bottle they select? Do they seem to have a favorite?
- Join toddlers as they interact with the bottles. Pick up one of the bottles, shake it and say, "I see the stars moving in this bottle. Joshua, see if you can make the stars move."

Planned Activity: Sound Bottles (YT & OT)

Materials: Clear sturdy bottles such as Gatorade, whipping cream, or single serve juice, objects such as buttons, jingle bells and paper clips that make noise, superglue, strong tape

How to begin:

- Place sound-making objects inside individual bottles: buttons, jingle bells, and paper clips for example.
- Superglue the caps on securely and cover with strong clear tape.
- Place the bottles on a low shelf or on a table.
- Observe toddlers as they interact with the bottles. Do they shake them? Do they seem to have a favorite? Do they look at and listen to the objects inside the bottle? Do they apply the same strategy for manipulating one bottle and then another?
- Join children as they interact with the bottles. Pick up one of the bottles, shake it and say, "I hear paper clips in this bottle. Renetta, can you tell me what you hear in this bottle?" (as you hand her the bottle with buttons in it). "Which bottle do you like to listen to the best?"

Extensions:

- As you and the children shake the bottles together, singing the following song to the tune of "Row, Row, Row Your Boat." Suit actions to the words.

*Shake, shake shake that bottle,
Shake it if you can.
We can shake it, then we'll stop.
Then we'll start again.*

*Shake, shake shake that bottle
Shake it if you can.
Shake it loud, then shake it soft.
Then we'll start again.*

- Store the bottles in a clear plastic tub and place on storage shelf where toddlers can see and reach them.
- Make additional sound bottles and rotate them to maintain toddler's interest.

Safety Note: Make sure caps are securely glued on the bottles. Make a daily check of the bottles to make sure caps remain secured.

Teacher Note: Water or soda/cold drink bottles are too flimsy to use for making sensory bottles.

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things

PH2.1 Demonstrates fine motor strength, control and coordination

PH2.2 Adjusts grasp and coordination to use tools

Planned Activity: Playing with Dough (OT)

Materials: Play dough ((Review the section in *Tips and Techniques* on making **Favorite Art Recipes**)

How to begin:

- Use these different dough recipes during this Focus Area and throughout the year.
- Observe and listen to toddlers as they explore and experiment with the different types of dough.
- Add props such as small rolling pins or short dowels, craft sticks, and plastic knives, as you think toddlers are ready for them.

Teacher Notes:

- *Children must be closely supervised when they are playing with dough and props. Pay close attention to toddlers as they play with dough to prevent them from eating it.*
- *Model and comment about the appropriate way to use dough. For example, say, “We can pat the dough. We can roll it into long rolls like this.”*
- *Carefully supervise children as they play with props to prevent them from hurting each other.*

Learning Goals:

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*flexible thinking*)

ST2.1 Demonstrates knowledge of core science ideas and concepts (*structure and function*)

Planned Activity: Explore a Texture Book (OT & YT)

Materials: Fabric of different textures such as wide wale corduroy, net, fake fur, flannel and satin, 5x8 index cards, glue, one-hole punch, ring for holding index cards together

How to begin:

- Cut fabric squares the size of an index card
- Glue each piece of fabric to an index card.
- Create a cover by writing the following on an index card: **Texture Book**
- Punch a hole in the upper left-hand corner of each index card.
- Hold the cards together by inserting a ring or yarn through the hole in each card.
- Invite a child to look at the book with you. Allow the child to hold the book and examine the different textures. Describe the different textures to the child. “Cooper, this is very smooth.” “Jamie, this feels bumpy.”

Extensions:

- Use other textured items such as sandpaper, textured wallpaper and designs made on an index card with glue that has been allowed to harden.
- Place the Texture Book in the language area. Observe to see if children select it to look at and feel the different textures.

Food/Nutrition Experiences

Learning Goals:

SE3.2 Demonstrates competence and confidence

PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
(*exploration of food experiences*)

Planned Activity: Fruit Tasting (YT & OT)

Materials: Small pieces of fruit such as bananas and cantaloupe, each in a separate bowl with a small serving spoon, one small bowl, spoon and napkin for each child and for you

How to begin:

- Sit at table with a small group of children.
- Give each child a bowl, spoon and napkin.
- Put a spoon of one fruit in your bowl and say, "I'm serving myself some bananas. Brianna, let me help you serve yourself some bananas." Assist children to serve themselves a spoonful of the fruit.
- Repeat this process with the other fruit.
- Begin to eat the fruit. Talk about how sweet the banana tastes and that you really like the cantaloupe because it tastes sweet, too.
- Avoid pushing the children to taste the fruit. When you sit at the table with the children and model tasting the fruit, this says to them, "Miss Shawna is eating it so it must taste good."

Extensions:

- Try other fruit such as small pieces of pineapple, pears, peaches or watermelon.

Teacher Notes:

- *Check for food allergies before introducing any new foods to children.*
- *Make sure fruit pieces are of a size that keeps children from choking on them.*

Music, Movement and Gross Motor Experiences

Learning Goal:

PH1.3 Demonstrates gross motor manipulative skills (throwing)

Planned Activity: Throwing Soft Objects (YT & OT)

Materials: Nylon-net puffs (usually used for bathing) and a soft basket to throw them into

How to begin:

- Locate the activity in an area of the room that is out of the pathway of children.
- Begin to throw the puffs into the basket.
- Invite a couple of children to join you if they do not voluntarily do so.
- Give each child two puffs and suggest where they should stand as they try to throw the puffs into the basket.
- Allow each child a turn to throw his or her two puffs.
- Adjust where children stand to help them be successful.
- Allow other interested children a turn with the throwing game.
- Continue the activity as long as children remain interested.

Extensions:

- Offer this as an alternative when a toddler throws an inappropriate toy. Provide a verbal explanation of why you are offering the alternative experience. For example, say, "Jacob, I can't allow you to throw that hard truck. It might hit someone and hurt them. You can roll the truck on the floor or throw this soft puff into this bucket."
- Consider providing other soft objects that children can safely throw in a designated area. Balled-up socks, soft fleece or felt balls are safe alternatives.

Learning Goals:

PH1.1 Demonstrates locomotor skills

PH1.2 Shows stability and balance

Planned Activity: Move Like the Animals (YT & OT)

Materials: The book, *From Head to Toe* by Eric Carle

How to begin:

- Do this activity after children are familiar with the book.
- Read the book and model and suggest that children make the movements that the different animals in the book make.

Transition Times

Learning Goal:

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*adjusting behavior to match context*)

Come Join Me

- Sing the following to the tune of “If You’re Happy and You Know It”, adapting it to what you want children to do.

If You’re Happy and You Know It

If you’re happy and you know it, come join me.

If you’re happy and you know it, come join me.

If you’re happy and you know it, come join me at the table.

If you’re happy and you know it, come join me.

Teacher Note: *Adapt other fingerplays previously listed as transitions to move children from one activity or place to another.*

Family Connection and Engagement

Send home the following family connection and engagement activities:

- Activity – “If You’re Happy and You Know It” (See Attachment: [If You’re Happy and You Know It](#))
- Activity – “Feelings Picture Book” (See Attachment: [Feelings Picture Book](#))
- Include a Family Response sheet for each activity. (See Attachment: [Family Response Sheet](#))