

Topic of Study – I Have Feelings and Emotions

Introduction

Children have a wide range of feelings and emotions. They may feel happy, sad, disappointed, excited, angry, jealous or proud, for example. However, they are not always able to express their feelings in words. Children need to learn the language for their feelings and emotions. They need to be able to understand and express their feelings. They also need to learn and interpret the feelings of others. During this Topic of Study children will have opportunities to learn more about their feelings, how to express them in appropriate ways and become aware of the feelings of others.

Teacher Notes

Arkansas Minimum Licensing Requirements (Rev, 1,1,15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a.1 The facility shall have an approved curriculum with weekly activity plans appropriate for the developmental needs of each group of children. See Division web-site for a list of approved curricula.

To assist your program in meeting this requirement, refer to Developing Weekly Activity Plans for Adventures in Learning for information on how to develop your plans. In addition, 2 examples of blank activity plan sheets are included. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- **Adventures in Learning** is an Arkansas approved curriculum.
- Learning cannot be separated from feelings and emotions. In order for children to learn, they need to feel emotionally safe. Even if you plan a special topic of study on feelings and emotions, it is important to remember that a child's feelings and emotions are a part of who that child is and therefore should be considered by you at all times.
- To evaluate the social and emotional environment you provide for the children, refer to page 18, Social/Emotional Environment Rating Scale. Complete the scale. Involve coworkers if this is appropriate. Work on some of the items that you rated either Seldom or Sometimes to bring them to a rating of Consistently.
- This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.
- Consider extending this Topic of Study beyond a one-week period of times. There is so much for children to learn about their feelings and emotions. Carry over experiences from one week to another because children enjoy and learn best through repetition.
- If you do not have some of the featured books, refer to the Additional Books section for other books you can use.
- It is important to read the same book several times to children so that they have a better understanding of the theme, the plot, the characters and the sequence of events. In each of the readings presented here, there is a different focus of what is happening in the story.

Big Ideas

Here are four big ideas about feelings and emotions you can help children explore:

- I need to feel emotionally safe in my classroom
- I experience many different feelings and emotions
- I can express my feelings and emotions in different ways
- I can become aware of other people's feelings

Materials to Collect and Make

- Pictures of people expressing different feelings and emotions
- Children's books about feelings and emotions
 - The Way I Feel* by Janan Cain (also available in Spanish)
 - Guess How Much I Love You* by Sam McBratney, illustrated by Anita Jeram
 - When Sophie Gets Angry – Really, Really Angry* by Molly Bang
- Felt/magnetic figures for the rhyme, "Three Little Kittens"
- Illustrated rhyme chart for "I Love Little Kitty"
- Storytelling figures (felt or magnetic) for the books:
 - *Corduroy* (See Attachment: [Corduroy](#))
 - *Peter's Chair* (See Attachment: [Peter's Chair](#))
 - *The Three Billy Goats Gruff* (See Attachment: [The Three Billy Goats Gruff](#))
- Felt or Magnetic Board
- Match the Feelings Cards (See Attachment: [Match the Feelings](#))
- Feelings Puppets
- Taking Care of Baby Prop Box: soft, cuddly dolls (representing diversity), doll blankets, washcloth and hand towel, empty baby powder can, empty formula can, small basket for carrying dolls

Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.

Introducing and Concluding the Topic

Introduction: Finding out what Children Know about Feelings and Emotions

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short term and working memory and long-term memory*)

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

To introduce the topic of “Feelings and Emotions” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about our feelings and emotions.”
- Write on chart paper, chalk board or marker board the words “Feelings and Emotions.”
- Invite children to tell you things they already know about their feelings. You may have to ask questions to stimulate their thinking, questions such as, “How would you feel if your family was late to pick you up from the center/school?” “How do you feel when you wake up at night and its dark in your room:” “What do you do when you hurt yourself?”
- Make a list of all of the things children know about feelings and emotions.
- Review the list with them and say, “You already know a lot of things about feelings and emotions and we’ll find out even more.”
- Now ask children what they would like to know about feelings and emotions.
- Make a list of things children would like to know about feelings and emotions.
- Keep the lists until you have completed the topic of study.

What We Know about Feelings and Emotions	What We Would Like to Know about Feelings and Emotions	What We Learned about Feelings and Emotions

Conclusion: Finding out what Children Have Learned about Feelings and Emotions

- Gather the children in a group at the conclusion of the study about feelings and emotions.
- Write on chart paper, chalk board or marker board, “What We Learned about Our Feelings and Emotions.”
- Invite children to tell you some things they have learned about feelings and emotions. You may have to ask prompt questions such as “What are some feelings that we have?” “What are some things you can do when you get angry?”
- Make a list of all the things children learned about feelings and emotions.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about feelings and emotions” and read today’s list with the children.

Teacher Note: *This method of introducing and concluding the topic is known as KWL. What do children know, what they want to know, and what did they learn.*

Reading Books with Children

Learning Goals:

SE2.1 Experiences, expresses and regulates a range of emotions

SE2.2 Interprets and responds to the feelings of others

CD2.1 Focuses and sustains attention

CD2.4 Holds and manipulates information in memory (*short-term and working memory*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

EL1.2 Engages in read-alouds and conversations about books and stories

EL3.1 Responds to features of books and print

SS1.1 Demonstrates positive connection to family and community (*learning community*)

Book #1: *The Way I Feel* by Janan Cain, author and illustrator

First Reading of *The Way I Feel*

- Prepare to read the book, *The Way I Feel*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to look at the child on the cover and predict how that child is feeling. Accept all answers.
- Say, "Let's read and find out how the child in the story is feeling."
- Read story so all children can see the pictures in the book.
- Follow up with questions such as "Were you correct in your predictions? What were some of the child's feelings?"
- Show each double-page spread where a feeling is expressed and invite children to name the feeling introduced and why the child is feeling that way.

Second Reading of *The Way I Feel*

- Prepare to read the book, *The Way I Feel*.
- Show cover, give title, author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up by showing the double-page spread where a feeling is expressed. Invite children to name the feeling.
- Involve children in discussing some times when they have had these same feelings and why.

Teacher Note: *Be sensitive to children and their personal situations.*

Third Reading of *The Way I Feel* (Small Group)

- Prepare to read the book, *The Way I Feel* to a small group of three to five children.
- Show cover and invite children to recall the title. Give the author and illustrator.
- Follow up the third reading by selecting some of the feelings that your children have been most vocal about; those that they seem most able to understand and express themselves about. Happy, scared, sad and angry are examples.
- Involve children in discussing these feelings and when they feel this way.
- Say to the children, "We're going to write a story about feelings and you will get to help write it."
- Write on a chart pad, marker or chalk board the title, Our Feelings.
- Name the feelings you have selected and invite each child in the group to choose one of the feelings and tell you when he or she felt that way.
- Record on a chart pad each child's comments. Here is an example:

Our Feelings
Malek felt sad when his Grandfather went home.
Samantha felt excited when she got a puppy.

- Read the story with the child, inviting each child to read his or her statement. Run your fingers under the words as you and the child read the statement together.

Teacher Note: *Let the dictation of a statement about feelings be a child's choice. Be sensitive to children and their personal situations.*

Teacher Note: *Involve all children in this small group activity.*

Book #2: *Guess How Much I Love You* by Sam McBratney, illustrated by Anita Jeram

First Reading of *Guess How Much I Love You*

- Prepare to read the book, *Guess How Much I Love You*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to identify the animals on the cover of the book. They will probably say "rabbits." Explain that the two animals are hares, which are very much like rabbits.
- Ask children to predict what they think the story is about. What do they think the hares will do?
- Read story so all children can see the pictures in the book.
- Follow up by inviting children to discuss some of the ways Little Nutbrown Hare and Big Nutbrown Hare showed how big their love for each other was. Show the pages to give children visual clues.
- Invite children to discuss how they show how big their love is for other people.

Second Reading of *Guess How Much I Love You*

- Prepare to read the book, *Guess How Much I Love You*.
- Show cover, give title, author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up the second reading of the story by inviting children to name a person they love and how they and that person show their love to each other.

Book #3: *When Sophie Gets Angry – Really, Really Angry* by Molly Bang, author and illustrator

First Reading of *When Sophie Gets Angry – Really, Really Angry*

- Prepare to read the book, *When Sophie Gets Angry – Really, Really Angry*
- Show cover, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures, and that Molly Bang is both the author and illustrator.)
- Ask children to look at cover and predict what Sophie does when she gets really, really angry.
- Say, "Let's read and find out what Sophie does when she gets really, really angry."
- Read story so all children can see the pictures in the book.
- Follow up by asking children to recall what made Sophie really, really angry. Show the appropriate pages. Were children's predictions correct?
- Invite children to discuss what Sophie did when she got really, really angry (kicks, screams, runs, cries). Again, show appropriate pages.
- Involve children in discussing how Sophie got over being angry. Show appropriate pages.

Second Reading of *When Sophie Gets Angry – Really, Really Angry* (Small Group)

- Prepare to read the book, *When Sophie Gets Angry – Really, Really Angry*
- Gather a small group of children, three to five.
- Show cover. Invite children to recall the title. State author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by inviting children to discuss what they do when they get really, really angry. Compare what they do with what Sophie did.
- Recall with children what Sophie did that helped her get over her anger.
- Involve children in discussing things that they might do when they get angry; things that are not destructive or hurtful to others. Guide them to come up with constructive ideas. You may have to help them to generate ideas by giving examples of what you do.
- Record children's ideas on chart paper, chalk or marker board. Consider giving the list a title such as: *When We Get Angry*
- Read the children's ideas back with them.
- Invite children to illustrate the list.
- Post the list of ideas where children can refer to them.

Teacher Note: *Here are some ideas that you and the children may come up with together:*

- *Stop, take a deep breath and count to 10. Have children try this.*
- *Go to a quiet place in the classroom or at home.*
- *Go outdoors and look and listen to the beautiful things in nature such as birds, clouds, flowers and trees.*
- *Tell the person you're angry with that you are angry and why.*

Teacher Notes:

- *Provide a quiet place in the classroom where children can go to get away from the stresses of group living; a place they can go when they become angry and need to get away from the person or situation that has made them angry.*
- *Involve all children in this small group activity.*

Additional Books

A Pocket Full of Kisses by Audrey Penn, illustrated by Barbara Leonard Gibson

The Kissing Hand by Audrey Penn, illustrated by Ruth E. Harper and Nancy M. Leak (also available in Spanish)

Leo the Late Bloomer by Robert Kraus, illustrated by Jose Aruego (also available in Spanish)

Mama, Do You Love Me? by Barbara M. Joosse, illustrated by Barbara Lavallee

My Friend Is Sad by Mo Willems

Owl Babies by Martin Waddell, illustrated by Patrick Benson (also available in Spanish)

Pete the Cat: I Love My White Shoes by Eric Litwin, illustrated by James Dean

Sassafras by Audrey Penn

Time for Bed by Mem Fox, illustrated by Jane Dyer (also available in English/Spanish)

There's A Nightmare in My Closet by Mercer Meyer

The Very Lonely Firefly by Eric Carle

Language and Literacy Materials and Activities

Learning goals:

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language

CA1.1 Explores through listening, singing, creating and moving to music

If You're Happy

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

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

If you're scared and you know it, look like this (make frightened face)
If you're scared and you know it, look like this (make frightened face)
If you're scared and you know it, then your face will surely show it (make frightened face)
If you're scared and you know, look like this (make frightened face)

Teacher Note: *Select and sing with the children the verses that are appropriate for them. Make up new verses for different situations.*

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
Along came a spider,
Who sat down beside her
And frightened Miss Muffet away.

Learning Goals:

SE2.2 Interpret and responds to the feelings of others

EL1.1 Shows interest in literacy experiences

EL1.2 Engages in read-alouds and conversations about books and stories

Storytelling Figures for *The Three Billy Goats Gruff* (See Attachment: [The Three Billy Goats Gruff](#))

- Make either felt or magnetic storytelling figures for the story, *The Three Billy Goats Gruff*.
- Read the book, *The Three Billy Goats Gruff*, or tell the story to the children.
- Tell the story using the storytelling figures.
- Discuss with children the feelings of the characters in the story. For example:
How did the Billy Goats Gruff feel about going over the bridge? (afraid of the Troll)
How did the Troll feel when he heard the Billy Goats Gruff going over his bridge?
(angry) What did he do to show his anger?
How did the Billy Goats Gruff feel when they finally got to the other side of the bridge
and had green grass to eat? (happy)

Storytelling Figures for *Peter's Chair* (See Attachment: [Peter's Chair](#))

- Make either felt or magnetic storytelling figures for the story, *Peter's Chair*.
- Read the book, *Peter's Chair*, by Ezra Jack Keats, to the children.
- Tell the story using the storytelling figures.
- Follow up by discussing with the children how the different characters in the story felt. For example:
How did Peter feel when he saw his furniture being painted pink for his sister? (jealous)
Introduce the word "jealous" if children do not say the word. Explain that jealous means
when we are afraid that someone is taking our place.
What did Peter do when he saw his father painting his furniture? (He took his chair and
he and his dog ran away)
How did Peter's mother feel when Peter came back home (happy)
How do you think Peter felt when he helped his father paint his chair for his baby sister?
(proud)

Storytelling Figures: *Corduroy* (See Attachment: [Corduroy](#))

- Make either felt or magnetic figures for the story, *Corduroy*.
- Read the book, *Corduroy* by Don Freeman, to the children.
- Tell the story using the storytelling figures.
- Follow up by discussing with the children how the different characters in the story felt. For example:
How do you think Corduroy felt when Lisa's mother said she could not have him? (sad)
How do you think Lisa felt? (sad, disappointed)
How do you think Corduroy felt when the night watchman came looking for him?
(frightened)
How do you think Corduroy and Lisa felt when Lisa came back to the store and bought
Corduroy and took him home with her. (happy)

Storytelling Figures: Mother Goose Rhyme, “Three Little Kittens”

- Make felt or magnet figures of three little kittens, a larger cat (Mother), and three mittens for the rhyme, “Three Little Kittens.” Make each kitten and each mitten different.
- Use the figures to say the following rhyme:

Three Little Kittens

The three little kittens
They lost their mittens,
And they began to cry.

Oh, Mother dear,
We sadly fear
Our mittens we have lost.

What? Lost your mittens,
You naughty kittens!
Then you shall have no pie.
Mee-ow, mee-ow, mee-ow.

No, you shall have no pie.

The three little kittens
They found their mittens,
And they began to cry.

Oh, Mother, dear,
See here, see here,
Our mittens we have found.

Put on your mittens,
You silly kittens,
And you shall have some pie.

Purr-r, purr-r, purr-r,
Oh let us have some pie.

- Repeat the rhyme with the children and invite them to act out some of the feelings (cry) and make the kitten sounds (mee-ow and purr-r)

Teacher Note: *Place the story telling figures and a story board in the Library Center for children to use independently. Observe to see if children use the figures to tell the story*

- Make illustrated rhyme chart for the following nursery rhyme:

I Love Little Kitty

I love little kitty,
Her coat is so warm,
And if I don't hurt her
She'll do me no harm.
So I'll not pull her tail
Nor drive her away;
But kitty and I
Very gently will play.
She shall sit by my side,
And I'll give her some food;
And kitty will love me
Even when I'm in a bad mood.

- Say the rhyme with the children while showing the appropriate chart.
- Post the chart on the wall at child's eye level. Observe to see if the children look at the chart and say the words.

Learning Goals:

SE2.1 Experiences, expresses and regulates a range of emotions (*emotion expression*)

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

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: A Story about Me

- Refer to the activity, **A Story about Me**, in the topic of study, I Am a Unique Person.
- Involve children in adding to the book in appropriate places as different activities about feelings and emotions are completed, or at the end of the topic of study.

Learning Goals:

SE2.1 Experiences, expresses and regulates a range of emotions (*emotion expression*)

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: What Bugs You?

- Draw a large ladybug on butcher paper, a chart sheet or a marker or chalk board.
- Provide a small ladybug for each child.
- Invite children to tell you something that bugs them; something that makes them unhappy with someone else. For example, a child might say, "It bugs me when my friends don't listen to me." "It bugs me when someone takes my toy." "It bugs me to have to take a nap."
- Model a statement if children seem unsure how to begin. For example, "It bugs me when we are reading a story and the fire alarm sounds."
- State that children are not to use another child's name.
- Write each child's statement on his or her individual ladybug. Children can write their own name or ask for your assistance in writing their name on their ladybug.
- Allow children to tape their individual ladybug to the large one.
- Read the children's comments with the group.

Activity: Top Ten Things That Make Us Happy

- Label a chart sheet, marker or chalk board as follows: Top Ten Things That Make Us Happy.
- Invite children to help decide on ten items to add to the chart.
- Record on the chart what the children say.
- Read the chart back with the children.
- Invite children to decorate the chart with “happy” pictures.

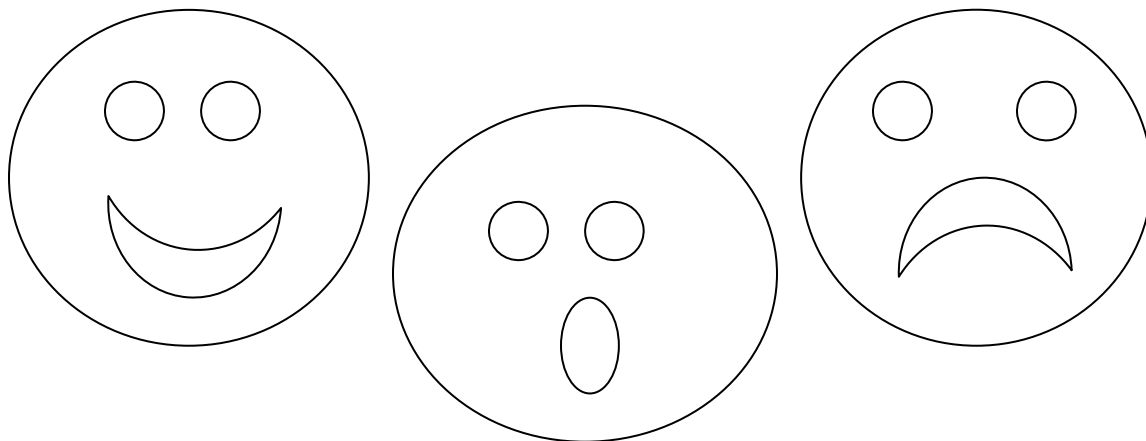
Teacher Note: *Create Top Ten charts to go with other feelings such as sad and angry.*

Activity: Ten Ways to Show Someone You Love Them

- Label a chart sheet, marker or chalk board as follows: Ten Ways to Show Someone You Love them.
- Invite children to help decide on ten items to add to the chart.
- Record on the chart what the children say.
- Read the chart back with the children.
- Invite children to decorate the chart with pictures that show love.

Activity: How Do I Feel?

- Cut out 3 circles, 6” in diameter.
- Draw a happy face on one circle, a sad face on one, and a scared/afraid face on the other.
- Attach the faces to a craft stick.
- Bring the face puppets to group time.
- Show each puppet and invite children to discuss how the puppet is feeling and why the puppet is feeling that way.
- Invite children who want a turn to select one of the puppets that represent how they are feeling and tell why he or she is feeling that way.
- Model if children seem to need help getting started. For example, say, “I am so happy that the firefighters came to visit us today. I enjoyed seeing their fire truck.”



Learning Goals:

SE1.1 Forms trusting relationships with nurturing adults

SE1.2 Interacts with peers (*social skills*)

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

LD3.1 Communicates using social and conversational rules (*social rules of language*)

EL3.1 Responds to features of books and print (*print knowledge*)

SS1.1 Demonstrates positive connection to family and community (*learning community*)

Activity: Rights of Each Child (Chart)

Establish with children the rights that each child in the classroom has. Discuss these rights with the children as follows:

- Each child has the right to be safe from harm. Explain to children that you are there to protect them and keep them safe. Lead children to discuss how they can help keep themselves and each other safe. For example, they will follow the safety rules for play. They will keep their hands and feet to themselves and not hit or kick other children. They will be safe with toys such as blocks which they will use for building, not hitting or throwing. They will be safe with scissors by using them to cut only paper (or things the teacher says they can cut) and by staying seated when using them. They will keep the sand in the sand table and not throw it at someone because the sand could get in a person's eyes and hurt them. They will help pick up toys and put them away so they will not get broken or so that no one will trip and fall over them. They will participate in storm and fire drills so that they can be prepared for an emergency.
- Each child has the right to be treated with respect. Explain to children that this means calling each other by name (no name-calling), helping each other with tasks, allowing others to finish their turn with toys such as tricycles, asking for a turn with a toy rather than grabbing it, listening when another person is talking.
- Each child has the right to have personal possessions protected. Provide each child with a cubbie or locker labeled with the child's name and picture or symbol. Explain to children that each of them has a locker or cubbie which belongs only to them. Things in each child's locker or cubbie are not to be bothered by other children.
- Each child has the right to play with all toys and materials in all areas of the classroom. For example, a boy has the right to wear an apron, carry a purse and play in the home living area and a girl has the right to be a truck driver and play in the block area.
- Each child has the right to privacy. Provide a quiet, private space where a child can go to be by himself/herself. Explain to children that this is a "quiet" space for only one person. Help children understand that sometimes a person just likes to be alone.

Give children the words to use when standing up for their rights. Examples include:

- "Girls can play with blocks too."
- "I don't like it when you hit me. It hurts. Don't do it anymore."
- "Don't call me a baby. My name is _____."

Teacher Notes:

- *Consider discussing these rights with children during group time as a way to help them feel emotionally safe in your classroom. Give them examples of situations and invite them to discuss how the situation could be handled. For example, if a child takes something from another child's locker, what might the owner of the locker say, if a child grabs a toy from another child, what can the child say to the "grabber"?*
- *Consider creating a chart with the rights of each child written on it. Review the chart with the children. Post the chart where children can see it. Consider copying the rights on an 8 ½ x 11" sheet of paper to send home for each family.*

The Rights of Each Child

- ❖ Each child has the right to be safe from harm.
- ❖ Each child has the right to be treated with respect.
- ❖ Each child has the right to have personal possessions protected.
- ❖ Each child has the right to play with all toys and materials in all areas of the classroom.
- ❖ Each child has the right to privacy

Science/Discovery and Math

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

EL3.1 Responds to features of books and print (*print knowledge*)

MT1.1 Demonstrates number sense and an understanding of quantity (*connection of number, numeral and quantity*)

Activity: Where We Feel Happy Graph

- Provide a choice of three learning centers that children seem to enjoy the most: sand, dramatic play, and blocks for example.
- Prepare a graph with columns for each activity. Use a picture or drawing of the center
- Make name cards for each child in a size that will fit on the graph.
- Explain to children that they will choose a center that makes them feel happy.
- Invite each child to choose a center that makes them feel happy and tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of children who feel happy in each center.

Where We Feel Happy

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedi	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Sand Table	Dramatic Play	Blocks

- Write a summary story and read it with the children.

Where We Feel Happy

Five children feel happy at the sand table. Three children feel happy in the dramatic play center. Four children feel happy in the block center.

Food/Nutrition Experience

Learning Goal:

PH2.1 Demonstrates fine motor strength, control and coordination

PH2.2 Adjusts grasp and coordinates movement to use tools (*utensils*)

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

Activity: Happy Times Trail Mix

- Gather the following: toasted oat cereal, pretzel sticks, and different kinds of whole grain cereal squares.
- Allow each child to put a scoop of each food item into his or her bowl.
- Serve the Happy Times Trail Mix with Juice

Teacher Notes:

- *Allow the children to do as much of these food experiences as possible.*
- *Teachers and children should always wash hands before participating in a food experience.*

Movement/Physical Education

Learning Goals:

SE2.1 Experiences, expresses and regulates a range of emotions (*emotion expression*)

PH1.1 Demonstrates locomotor skills

PH1.2 Shows stability and balance

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

MT1.1 Demonstrates number sense and understanding of quantity (*number names and count sequence*)

Activity: Show Me Your Feelings

- Involve children in doing the movement you state as follows:
Jump 5 times for joy (jump up and down 5 times and count each jump)
Clap three times for happiness (clap three times and count each clap)
Twist at your waist four times for love (twist four times and count each twist)
Stretch up high six times for excitement (stretch six times and count)
Touch your toes five times for jealousy (touch toes five times and count each touch)
Turn around 2 times for disappointment (turn around two times and count each turn)
Take a deep breath and count to 10 for anger (take a deep breath and count to ten)

Activity: Feelings Freeze

- Explain to children that they are going to play a game called "Feelings Freeze". You will play music and children will move around the room. When you stop the music and say a feeling, they will stop and make their faces and bodies look like that feeling.
- Involve children in discussing some of the feelings they can express with their bodies.
- Play music as children move around the room.
- Stop the music and state a feeling such as, Angry Freeze, Happy Freeze, Frightened Freeze, Disappointed Freeze, Excited Freeze.
- Continue the activity, stating different feelings when you stop the music.

Learning Centers

Teacher Note: *As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:*

- *Social and Emotional Development*
- *Cognitive Development*
- *Physical Development and Health*
- *Language*
- *Emergent Literacy*
- *Mathematical Thinking*
- *Science and Technology*
- *Social Studies*
- *Creativity and Aesthetics*

Art

Activity: Playdough Pounding

- Provide playdough.
- Encourage children to roll and pound the playdough.
- Provide props such as small rolling pins, cookie cutters and plastic knives for the children to use with the playdough.

Teacher Note: *Have playdough available in art each day for children to choose as an activity. Sometimes children will use playdough as a way to work out their feelings of anger or frustration.*

Learning Goal:

SE2.2 Interprets and responds to the feelings of others (*emotion understanding*)

PH2.1 Demonstrates fine motor strength, control and coordination

PH2.2 Adjusts grasp and coordinates movement to use tools (*writing and drawing tools, scissors*)

CA2.1 Explores, manipulates, creates and responds to a variety of art media (*art media and materials*)

Activity: Feelings Mural

- Post a large sheet of butcher paper to the wall at eye level.
- Provide magazines with lots of pictures of people expressing different feelings and emotions.
- Involve children in writing across the top of the paper the following: How People Feel.
- Invite children to look through magazines and find pictures that show people expressing different feelings and emotions. Encourage them to cut out the pictures and glue them to the paper.
- Suggest that children may want to draw pictures of different feelings, cut them out and glue them to the paper.
- Invite children to dictate a “feelings” statement about some of the pictures they have added to the mural.

Teacher Note: *Allow children to add to the Feelings Mural over several days.*

Activity: Creating to Music

- Place a CD player near the art center.
- Play music with different tempos and beats.
- Observe children to see if they draw or paint in time to the music.

Teacher Note: *Play music loud enough for children in the Art Center to hear it, but not so loud that it creates a noise problem in the room.*

Block Center

- Add softness to the block center.
- Consider adding foam blocks, a piece of soft carpet and soft and cuddly animals.

Library/Book Corner

- Add books about feelings and emotions
- Add felt or magnetic storytelling figures for the following stories:
Corduroy
Peter's Chair
The Three Billy Goats Gruff
- Add a felt or magnetic board
- Add softness such as pillows and soft and cuddly animals.

Home Living/Dramatic Play

- Add a Taking Care of Baby prop box
- Invite children to take out the items in the prop box and discuss how to care for a baby.
- Model for the children holding and cuddling the baby and talking to the baby in a soft and loving voice.

Manipulatives

- Use the attached patterns to create the "Match the Feelings" Cards. Use cardstock and laminate or cover with clear self-adhesive paper for durability.
- Place the cards on the table and invite children to find the two that match and name the feeling that each pair represents.

Water table or tub

- Have water play available each day as a choice for children.
- Remember, while it may seem messy, that playing in water is soothing and can calm a child who is agitated or upset.
- Change the props for variety, but keep the water play.

Sand table or tub

- Have sand play available each day as a choice for children. Provide sand play both indoors and outdoors if possible.
- Remember, while it may seem messy, that playing in sand is soothing and can calm a child who is agitated or upset.
- Change the props for variety, but keep the sand play.

Learning Goal:

SE2.1 Experiences, expresses and regulates a range of emotions (*emotion regulation*)

Quiet Corner

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time.

Transition Times

Learning Goals:

SE2.1 Experiences, expresses and regulates a range of emotions (*emotion expression*)

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

- **What Am I Feeling?** (See Attachment: [Match the Feelings](#))
- Use the Match the Feelings cards for a transition activity.
- Show a card and ask a child to name the feeling and make a face to match the one on the card.
- Child transitions to next activity.

Teacher Note: *Consider this alternative. Show a card and ask a child to identify the feeling and say when someone would feel that way, then transition to the next activity.*

How Would You Feel If.....

- Have a list of situations that suggest a certain feeling.
- Call a child by name and say, “Jeremiah, how would you feel if....” and state the situation.
- Child answers and transitions to the next activity

Examples of situations:

How would you feel if you got a new puppy?

How would you feel if your ice cream fell on the floor?

How would you feel if you were supposed to go to the park and it rained?

How would you feel if your (name a family member) gave you a big hug?

How would you feel if you fell down and skinned your knee?

How would you feel if (name a family member) got sick and had to go the hospital?

How would you feel if you got lost in the store?

How would you feel if your family was going on a trip to the zoo?

Teacher Note: *Make up other situations to use with the children.*

Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about their feelings and emotion

. Suggest some ways families can be involved in the topic of study:

- Collect pictures of people expressing different feelings.
- Include the titles and authors of some of the children’s books about feelings and emotions. Suggest that they look for these books in the local library, check them out and read them with their child.
- Send home a list of some of the ways children came up with that they can do when they get angry.
- Share with families their child’s book, “**A Story About Me**”.

Name _____ Date _____

Social / Emotional Environment Rating Scale

Directions: Evaluate the social/emotional environment provided in your classroom by completing the following scale.

Practices/Strategies	Seldom	Sometimes	Consistently
Provide consistent routines that children understand			
Follow through with commitments to children			
Treat families with respect			
Treat co-workers with respect			
View each child as an individual with own strengths and needs			
Listen attentively to each child			
Talk frequently with individual children at their eye level			
Give physical cues of encouragement: smiles, nods and pats for example			
Plan activities/games that are non-competitive so that no child is ever a loser			
Notice and make authentic comments to children about their work.			
Allow opportunities for children to talk and ask questions			
Allow children to explore their environment and try things on their own			
Provide an orderly classroom that is organized to give children a sense of security (children have space for personal belongings, they know where things belong)			
Provide soft furnishings and cozy spaces that are accessible to children			
Provide private space where a child can go to be alone			
Provide an environment that reflects culture and ethnicity of enrolled families			
Provide dramatic play materials that allow children to act out feelings and emotions; for example, dolls and dress-up clothes			
Provide sensory materials that are soothing (such as sand and water), and that allow children to work out feelings (such as playdough)			
Provide literacy experiences that allow children to express feelings and emotions Check those provided: _____ books _____ songs _____ puppets _____ discussion pictures _____ other (list) _____			

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