



Big Feelings Series

Series Description

The *Beginning to Read* Big Feelings books support children’s social and emotional learning (SEL). SEL has been proven to promote not only the development of self-awareness, responsibility, and positive relationships but also academic achievement. Current research reveals that the part of the brain that manages emotion is directly connected to the part of the brain that is used in cognitive tasks such as problem solving, logic, reasoning, and critical thinking—all of which are at the heart of learning. SEL is also directly linked to what are referred to as 21st Century Skills: collaboration, communication, creativity, and critical thinking. The books included in this SEL series offer an early start to help children build the competencies they need for success in school and life. In each of these books, young children will learn how to recognize, name, and manage their own feelings while learning that everyone shares the same emotions. This helps them develop social competencies that will benefit them in their relationships with others, which in turn contributes to their success in school. As they read, children will also practice early reading skills by reading sight words and content vocabulary. The reinforcements in the back of each book will help you determine how well your child understands the concepts in the book, provides different ideas for your child to practice fluency, and suggest books and websites for additional reading. The most important part of the reading experience with these books—and all others—is for your child to have fun and enjoy reading and learning!

Mary Lindeen, Author

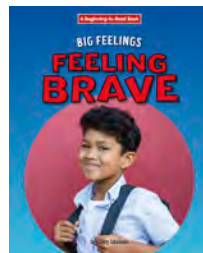
Series Titles



Feeling Afraid



Feeling Angry



Feeling Brave



Feeling Excited



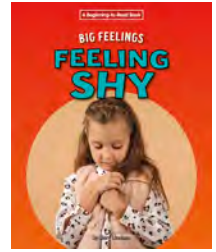
Feeling Joyful



Feeling Lonely



Feeling Sad



Feeling Shy

Teacher's Notes Overview

Social emotional learning is incredibly important to the development of students individually and within their classroom community. Feeling secure, understood, and supported can make a world of difference in terms of your students' confidence in the classroom and ability to achieve socially and academically. The *Big Feelings* series seeks to provide students with a concrete understanding of what emotions are, how to identify them, and how to deal with those emotions when they arise. In these notes, you will find strategies and activities that will help you incorporate the study of emotions in whole group lessons, daily classroom life, and in individual reading groups. These notes will provide opportunities to study books individually, in contrast or comparison to one another, or as a whole topic related to feelings and emotions.

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Teaching Emotions

Early childhood educators play an important role in supporting and encouraging students' social and emotional development. Explicitly teaching emotions helps students increase self-awareness, manage their emotions, show empathy, form healthy relationships, and establish and respect boundaries. All of these positives provide a foundation of mental wellness that allows students the security and self-confidence to focus on academic achievement.

Effective SEL lessons provide explicit instruction and opportunities for students to personally connect to the subject matter. Additionally, students should have the chance to practice skills within and outside of the lesson. When planning social-emotional lessons, use the following checklist to ask yourself, "Is my lesson..."

- Explicit?** Does it target a specific and stated skill?
- Connected?** Can students identify or imagine examples in their own world?
- Active?** Do students have the opportunity to actively practice this skill?
- Culturally responsive?** Is the content inclusive and representative of all students?

The following pages will provide examples of SEL activities that can be used to further practice concepts in the *Big Feelings Series* texts as well as ways to integrate skills into daily classroom life.

Emotions Activities

The activities listed below are simple, low or no-prep ways to integrate text content into daily classroom life. These activities can be used to as active practice after reading, during morning meeting, or as a closing activity.

Activity	Materials Needed	Instructions
Match My Emotion	Option 1: Two sets of cards with facial expressions (happy face, angry face, sad face, etc.) Option 2: One set with facial expression, one set with emotion words	<ol style="list-style-type: none"> 1. Give each student a feeling card and have them keep it face down so no one can see it. 2. When all students have a card, prompt students to stand up. They can now reveal their card and walk around the room to find someone who has a match. 3. When students find a match, they should sit crisscross with their partner, identify their emotion together, and discuss a time they've felt that way. 4. Play several rounds so students have a chance to match many different emotions. 5. Conclude by inviting students to share out important things they discussed during the activity.
Guess the Feeling	No-prep needed	<ol style="list-style-type: none"> 1. Ask students to help you make a list of emotions on the board. 2. When you have at least 5-10 emotions, invite a student to come up and act out one of the listed emotions without telling the class which one it is. Remind students to express with their whole body. 3. When students guess the correct emotion, have them explicitly identify how their classmate's facial expression and body language led them to their answer. 4. Re-play several rounds.
Feeling Sticks	<ul style="list-style-type: none"> • Cup • Popsicle sticks with emotions written on them 	<ol style="list-style-type: none"> 1. The teacher or student volunteer chooses a stick from the cup and reads the feeling aloud. 2. The class goes around in a circle sharing an experience with that emotion. For example, <i>share something that made you feel mad and how you dealt with it.</i>

Classroom Connections

Integrating social-emotional content into daily classroom life not only highlights the importance and relevance of what students are learning in the *Big Feelings* series, it also gives them active practice, improves classroom management, and helps build classroom community. Below are some simple, yet effective ways to incorporate SEL skill-building into daily classroom life.

Activity	Materials Needed	Instructions
Class-created Feelings Chart	<ul style="list-style-type: none"> • <i>Big Feelings</i> series texts • Chart paper • Markers 	<p>Create a "Feelings Chart" and choose a place for it to live in your classroom. Columns may include "Feeling / What it looks like / What it feels like / What to do." As students read the texts, use their feedback to fill in each column. When all texts are read, students will have a living representation of their learning and a resource to use when they need it.</p>
Cool Down Corner	<ul style="list-style-type: none"> • Designated area of the classroom • Tools to help students self-regulate, such as, a feelings chart, a toy to squeeze, a book to read, space to stretch or do jumping jacks, etc. 	<p>A "cool down corner" is a designated area of the classroom where students can go to take a break and regulate their emotions before re-joining the group.</p> <p>This space should be introduced before anyone uses it. Explain its purpose, how the space should be used, and set expectations. Introduce tools and materials that exist in the space and explicitly explain how students can use them. This may be a good area to place your class agreement, feelings chart, or other community-related charts that students can use to remember that they are part of a safe and supportive classroom community.</p>
Mood Journals	<ul style="list-style-type: none"> • Journals or mini-notebooks • Writing utensils 	<p>Give students their own personal journal to keep with them in school. Students can use these journals in many ways to track and express their feelings. While reading the <i>Big Feelings</i> series, students may use these journals for reading responses or to connect the text to their personal experiences. Beyond the book, you may continue to use journals by encouraging students to take 5-10 minutes at the end of each day to write or draw about how they are feeling. Individually, students can also use their journal when they need to self-regulate or express their feelings in a more appropriate manner.</p>

Feeling Afraid

Before Reading

- **Explore Prior Knowledge:** Write the word “spider” on a whiteboard and ask students to read the word aloud. Ask students what they think about spiders? What kind of feeling does the word give them? Invite them to share prior experiences with spiders and tell what happened.
- **Introduce Text:** Show students the front cover of the book and read the title. Ask students to share what they think the book might be about and to give examples of what they think could be found on the pages.
 - **Book Walk:** In a brief book walk, preview words that could be tricky or unfamiliar to students. Have students to stop and look at 1 or 2 pictures without looking at the words. Ask them to make a prediction about what is happening and explain their reasoning.
- **Set Objective:** Introduce the intended reading strategy students should be working on that day while they read. For comprehension, students may work on identifying (1.) what causes the emotion, (2.) physical feelings associated with the emotion, and/or (3.) how to deal with the emotion.

During Reading

As students read the text...

- **Prompt** them to stop and make connections to the introductory conversation or prior knowledge.
- **Encourage** students to stop and think about how the images connect to the text. *Why is the man covering his eyes on p. 6? What does an image of fire have to do with the text on p. 16?*
- **Take “understanding breaks.”** Have students stop at certain checkpoints (p. 10, p. 18, p. 28) and share what they learned. Monitor how many details students are able to share and if they are able to re-tell information in a meaningful sequence.

After Reading

- **Reflect** on the stated objective of the lesson. Encourage students to share what they discovered while reading.
- **Discuss** what students knew before reading and have them identify new things that they did not know or consider before reading the text.
- **Connect** the topic back to students’ real life. Ask them to share something that scares them and identify what they can do to deal with that fear in the future. Ask students how they can help others who are experiencing fear.

Additional Resources

Further reading:

Astro the Alien Learns about Friendship by Emily Sohn

The Dark by Lemony Snicket

Jabari Jumps by Gaia Cornwall

Me and My Fear by Francesca Sanna

Supplemental videos:

The Science of Being Scared by SciShow Kids: https://youtu.be/_-E-ODkbdE8

Small Talk | Fears by CBC Kids: <https://www.youtube.com/watch?v=JyHlgXnMrsg>

Feeling Angry

Before Reading

- **Explore Prior Knowledge:** Write the word “angry” on a whiteboard and ask students to read the word aloud. Ask students what this word makes them think about. What do they know about this feeling? Invite them to share prior experiences of being angry and tell what happened.
- **Introduce Text:** Show students the front cover of the book and read the title. Ask students to share what they think the book might be about and to give examples of what they think could be found on the pages.
 - **Book Walk:** In a brief book walk, preview words that could be tricky or unfamiliar to students. Have students to stop and look at 1 or 2 pictures without looking at the words. Ask them to make a prediction about what is happening and explain their reasoning.
- **Set Objective:** Introduce the intended reading strategy students should be working on that day while they read. For comprehension, students may work on identifying (1.) what causes the emotion, (2.) physical feelings associated with the emotion, and/or (3.) how to deal with the emotion.

During Reading

As students read the text...

- **Prompt** them to stop and make connections to the introductory conversation or prior knowledge.
- **Encourage** students to stop and think about how the images connect to the text. *What is happening to the bear on p. 10? What is the problem that’s being described on p. 16? Why is this a good way to release anger, on p. 20?*
- **Take “understanding breaks.”** Have students stop at certain checkpoints (p. 10, p. 18, p. 28) and share what they learned. Monitor how many details students are able to share and if they are able to re-tell information in a meaningful sequence.

After Reading

- **Reflect** on the stated objective of the lesson. Encourage students to share what they discovered while reading.
- **Discuss** what students knew before reading and have them identify new things that they did not know or consider before reading the text.
- **Connect** the topic back to students’ real life. Ask them to share a time they felt mad and identify what they can do to deal with that anger in the future. Ask students how they can help others who are experiencing anger.

Additional Resources

Further reading:

Who Feels Mad, Dear Dragon? by Margaret Hillert

Astro Learns to Calm Down by Emily Sohn

When Sophie Gets Angry – Really, Really Angry... by Molly Bang

Llama Llama Mad at Mama by Anna Dewdney

Cool Down and Work Through Anger by Cheri J. Meiners

Supplemental videos:

Why Do We Get Mad? by SciShow Kids: https://youtu.be/8Sd4z7Uk_4Y

What Children Can Teach Us About Dealing with Anger | Oprah Winfrey

Network: <https://youtu.be/lmeSVdKojPM>

Feeling Brave

Before Reading

- **Explore Prior Knowledge:** Show students a picture of someone engaging in a fear-inducing activity; for example, going on a rollercoaster. Ask students what they see happening in the picture and how they think the person must feel. Ask students if they would want to engage in this activity, why or why not? If it doesn't come up naturally, explicitly introduce the word "brave," and ask students what they think the word means. Does being brave just have to do with big things like rollercoasters? When else can you show bravery? Invite them to share personal experiences.
- **Introduce Text:** Show students the front cover of the book and read the title. Ask students to share what they think the book might be about and to give examples of what they think could be found on the pages.
 - **Book Walk:** In a brief book walk, preview words that could be tricky or unfamiliar to students. Have students to stop and look at 1 or 2 pictures without looking at the words. Ask them to make a prediction about what is happening and explain their reasoning.
- **Set Objective:** Introduce the intended reading strategy students should be working on that day while they read. For comprehension, students may work on identifying (1.) what causes the emotion, (2.) physical feelings associated with the emotion, and/or (3.) how to deal with the emotion.

During Reading

As students read the text...

- **Prompt** them to stop and make connections to the introductory conversation or prior knowledge.
- **Encourage** students to stop and think about how the images connect to the text. *Why might the student on p. 10 be scared to ask questions in class? If you were going to perform on stage, what's something you could do to help yourself feel brave? (p. 14). What could you say to someone you see is struggling to feel brave? (p. 26).*
- **Take "understanding breaks."** Have students stop at certain checkpoints (p. 10, p. 18, p. 28) and share what they learned. Monitor how many details students are able to share and if they are able to re-tell information in a meaningful sequence.

After Reading

- **Reflect** on the stated objective of the lesson. Encourage students to share what they discovered while reading.
- **Discuss** what students knew before reading and have them identify new things that they did not know or consider before reading the text.
- **Connect** the topic back to students' real life. Ask them to share a time they felt brave and identify what they did to encourage themselves to try something new or scary. Ask students how they can help others who are feeling uncertain and need help finding their bravery.

Additional Resources

Further reading:

Jabari Jumps by Gaia Cornwall

Tomorrow I'll Be Brave by Jessica Hische

Shy by Deborah Freedman

Supplemental videos:

PBS Kids Talk About | Bravery & Courage: <https://youtu.be/S3e0yGDRtBY>

Have Courage and Be Fearless by RocketKids: <https://youtu.be/o1CxKPrK5GY>

Feeling Excited

Before Reading

- **Explore Prior Knowledge:** Ask students show each other their happiest face. Then ask students to show their most excited face. Have them stop and notice if anything changes. Ask students to share what they think the difference is between being happy and excited. What does being excited feel like? Invite students to share past experiences that caused excitement.
- **Introduce Text:** Show students the front cover of the book and read the title. Ask students to share what they think the book might be about and to give examples of what they think could be found on the pages.
 - **Book Walk:** In a brief book walk, preview words that could be tricky or unfamiliar to students. Have students to stop and look at 1 or 2 pictures without looking at the words. Ask them to make a prediction about what is happening and explain their reasoning.
- **Set Objective:** Introduce the intended reading strategy students should be working on that day while they read. For comprehension, students may work on identifying (1.) what causes the emotion, (2.) physical feelings associated with the emotion, and/or (3.) how to deal with the emotion.

During Reading

As students read the text...

- **Prompt** them to stop and make connections to the introductory conversation or prior knowledge.
- **Encourage** students to stop and think about how the images connect to the text. *What might the children on p. 8 be excited about? Compare pages 16 and 18. Which is showing "big excitement" and which is showing "little excitement?" What are the people on p. 26 doing to release their excitement energy?*
- **Take "understanding breaks."** Have students stop at certain checkpoints (p. 10, p. 18, p. 28) and share what they learned. Monitor how many details students are able to share and if they are able to re-tell information in a meaningful sequence.

After Reading

- **Reflect** on the stated objective of the lesson. Encourage students to share what they discovered while reading.
- **Discuss** what students knew before reading and have them identify new things that they did not know or consider before reading the text.
- **Connect** the topic back to students' real life. Ask them to share something that they get excited about during school. Ask them to share how they control their excitement when they're in a place where they can't jump and yell. Ask students to think about places in the building where they are encouraged to release excitement energy (gym, recess, the playground, movement breaks, etc.).

Additional Resources

Further reading:

Who Feels Surprised, Dear Dragon? by Margaret Hillert

I Love My New Toy by Mo Willems

Splat the Cat: I Scream for Ice Cream by Rob Scotton

The Night Before Summer Vacation by Natasha Wing

Supplemental videos:

100 Kids Tell Us What Makes Them Happy | Hiho Kids: <https://youtu.be/1Y5R8K7OKSo>

Feeling Joyful

Before Reading

- **Explore Prior Knowledge:** Ask students show each other their happiest face. Then ask students to show their most joyful face. Have them stop and notice if anything changes. What does “joy” mean? What might feeling “joyful” feel like? Is it similar to any other feelings they know? Invite students to share past experiences where they felt joyful.
- **Introduce Text:** Show students the front cover of the book and read the title. Ask students to share what they think the book might be about and to give examples of what they think could be found on the pages.
 - **Book Walk:** In a brief book walk, preview words that could be tricky or unfamiliar to students. Have students to stop and look at 1 or 2 pictures without looking at the words. Ask them to make a prediction about what is happening and explain their reasoning.
- **Set Objective:** Introduce the intended reading strategy students should be working on that day while they read. For comprehension, students may work on identifying (1.) what causes the emotion, (2.) physical feelings associated with the emotion, and/or (3.) how to deal with the emotion.

During Reading

As students read the text...

- **Prompt** them to stop and make connections to the introductory conversation or prior knowledge.
- **Encourage** students to stop and think about how the images connect to the text. *What does baking have to do with feeling joyful on p. 8? What is the father and son on p. 18 doing to help others? What does “volunteer” mean and how does it connect to feeling joyful? How is the person on p. 26 showing joy with her whole body?*
- **Take “understanding breaks.”** Have students stop at certain checkpoints (p. 10, p. 18, p. 28) and share what they learned. Monitor how many details students are able to share and if they are able to re-tell information in a meaningful sequence.

After Reading

- **Reflect** on the stated objective of the lesson. Encourage students to share what they discovered while reading.
- **Discuss** what students knew before reading and have them identify new things that they did not know or consider before reading the text.
- **Connect** the topic back to students’ real life. Ask them to share something that makes them feel joyful during school. What can they do to add joy to the classroom?

Additional Resources

Further reading:

Who Feels Happy, Dear Dragon? by Margaret Hillert

The Joyful Book by Todd Parr

Pass It On by Sophy Henn

The Jar of Happiness by Ailsa Burrows

Supplemental videos:

The Joy of Giving Animated Short Film: <https://youtu.be/xozNnytRE6E>

Feeling Lonely

Before Reading

- **Explore Prior Knowledge:** Use a post-it to cover the text on p. 8 and ask students to use clues from the picture to guess how the child in the white shirt is feeling. Have them explain their thinking. Introduce the term “lonely” if it has not already been explicitly stated. Invite students to share what they already know about feeling lonely and any related experiences they’ve had in the past.
- **Introduce Text:** Show students the front cover of the book and read the title. Ask students to share what they think the book might be about and to give examples of what they think could be found on the pages.
 - **Book Walk:** In a brief book walk, preview words that could be tricky or unfamiliar to students. Have students to stop and look at 1 or 2 pictures without looking at the words. Ask them to make a prediction about what is happening and explain their reasoning.
- **Set Objective:** Introduce the intended reading strategy students should be working on that day while they read. For comprehension, students may work on identifying (1.) what causes the emotion, (2.) physical feelings associated with the emotion, and/or (3.) how to deal with the emotion.

During Reading

As students read the text...

- **Prompt** them to stop and make connections to the introductory conversation or prior knowledge.
- **Encourage** students to stop and think about how the images connect to the text. *How does the picture on p. 6 help us understand the difference between being alone and being lonely? What is p.18 teaching us? If you saw someone sitting alone at lunch, what could you do to help them feel less lonely? (p. 26).*
- **Take “understanding breaks.”** Have students stop at certain checkpoints (p. 10, p. 18, p. 28) and share what they learned. Monitor how many details students are able to share and if they are able to re-tell information in a meaningful sequence.

After Reading

- **Reflect** on the stated objective of the lesson. Encourage students to share what they discovered while reading.
- **Discuss** what students knew before reading and have them identify new things that they did not know or consider before reading the text.
- **Connect** the topic back to students’ real life. Ask them to share what they can do if they are feeling lonely. What can they do if they see someone in class looking lonely?

Additional Resources

Further reading:

Little Puff by Margaret Hillert

The Invisible Boy by Trudy Ludwig

Lonely Ninja by Mary Nhin

Say Hello by Jack and Michael Foreman

Supplemental videos:

Kid President’s Guide to Making a New Friend: <https://youtu.be/OoHdwUEfBts>

Feeling Sad

Before Reading

- **Explore Prior Knowledge:** Prompt students to consider the following scenario and ask what feelings it may cause. Have them explain their thinking. Introduce the term “sad” if it has not already been explicitly stated. Invite students to share what they know about feeling sad.
Scenario: Kima’s mother is never late to pick her up from school. One day she gets stuck in traffic and runs a little late. Kima feels...
- **Introduce Text:** Show students the front cover of the book and read the title. Ask students to share what they think the book might be about and to give examples of what they think could be found on the pages.
 - **Book Walk:** In a brief book walk, preview words that could be tricky or unfamiliar to students. Have students to stop and look at 1 or 2 pictures without looking at the words. Ask them to make a prediction about what is happening and explain their reasoning.
- **Set Objective:** Introduce the intended reading strategy students should be working on that day while they read. For comprehension, students may work on identifying (1.) what causes the emotion, (2.) physical feelings associated with the emotion, and/or (3.) how to deal with the emotion.

During Reading

As students read the text...

- **Prompt** them to stop and make connections to the introductory conversation or prior knowledge.
- **Encourage** students to stop and think about how the images connect to the text. *Do you think everyone on p. 6 is sad about the same thing? What words on p. 14 match how this child is sitting? How can you help someone you see who is feeling sad? (p. 22)*
- **Take “understanding breaks.”** Have students stop at certain checkpoints (p. 10, p. 18, p. 28) and share what they learned. Monitor how many details students are able to share and if they are able to re-tell information in a meaningful sequence.

After Reading

- **Reflect** on the stated objective of the lesson. Encourage students to share what they discovered while reading.
- **Discuss** what students knew before reading and have them identify new things that they did not know or consider before reading the text.
- **Connect** the topic back to students’ real life. Ask them to share what they can do if they are feeling sad. What can they do if they see someone in class looking sad?

Additional Resources

Further reading:

Who Feels Sad, Dear Dragon? by Margaret Hillert

I’m Sad by Michael Ian Black

The Pout-Pout Fish by Deborah Diesen

The Rabbit Listened by Cori Doerrfeld

Supplemental videos:

100 Kids Tell Us What Makes Them Sad: <https://youtu.be/shZcng3qiAM>

Feeling Shy

Before Reading

- **Explore Prior Knowledge:** Ask students to remember how they felt the first day of school. Were they nervous, excited, scared? How might they feel if they were going to a new school where they didn't know anyone? Introduce the term "shy" if it has not already been explicitly stated. Invite students to share what they know about feeling shy and what has made them feel shy in the past.
- **Introduce Text:** Show students the front cover of the book and read the title. Ask students to share what they think the book might be about and to give examples of what they think could be found on the pages.
 - **Book Walk:** In a brief book walk, preview words that could be tricky or unfamiliar to students. Have students to stop and look at 1 or 2 pictures without looking at the words. Ask them to make a prediction about what is happening and explain their reasoning.
- **Set Objective:** Introduce the intended reading strategy students should be working on that day while they read. For comprehension, students may work on identifying (1.) what causes the emotion, (2.) physical feelings associated with the emotion, and/or (3.) how to deal with the emotion.

During Reading

As students read the text...

- **Prompt** them to stop and make connections to the introductory conversation or prior knowledge.
- **Encourage** students to stop and think about how the images connect to the text. *How is the child on p. 8 showing he is feeling shy? Why might someone who is shy hold onto someone they trust? (p. 16). Why does p. 24 tell us to sit quietly next to someone who is feeling shy?*
- **Take "understanding breaks."** Have students stop at certain checkpoints (p. 10, p. 18, p. 28) and share what they learned. Monitor how many details students are able to share and if they are able to re-tell information in a meaningful sequence.

After Reading

- **Reflect** on the stated objective of the lesson. Encourage students to share what they discovered while reading.
- **Discuss** what students knew before reading and have them identify new things that they did not know or consider before reading the text.
- **Connect** the topic back to students' real life. Ask them to share what they can do if they are feeling shy. What can they do if they see someone in class looking shy?

Additional Resources

Further reading:

Astro the Alien Learns about Friendship by Emily Sohn

The Invisible Boy by Trudy Ludwig

Willow Whispers by Lana Button

When No One is Watching by Eileen Spinelli

Supplemental videos:

Kid President's Guide to Making a New Friend: <https://youtu.be/OoHdwUEfBts>

The Higgleoos – Shy Song: <https://youtu.be/8gL6w6ZeVuY>

Name: _____

Date: _____

FEELING TRACKER

Directions: As you read about each feeling, write down or draw what it looks like, feels like, and ways you can deal with that feeling.

Looks Like

Feels Like

What To Do?

Name: _____ Date: _____

COMPARE AND CONTRAST FEELINGS

Directions: Choose two different feelings and write their names on the lines inside the circles. In the large circles, write how the feelings are different from each other. In the space that says “both,” write or draw how they are the same.

