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Early Childhood Themes —Feelings Kit

This sample includes the following:

Teacher's Guide Cover (1 page)
Table of Contents (1 page)
Introduction (2 pages)
Lesson Plan (1 page)
Vocabulary Concept Card (2 pages)
Song Page from Unit Resource (1 page)
Pattern Page from Unit Resource (1 page)
Reader (9 pages)

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Literacy, Language, & Learning

Feelings

Teacher's Guide



Teacher Created Materials
PUBLISHING

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Introduction

Welcome to the world of early childhood education. Young children love to play, get dirty, and discover. As a teacher, you have the task of introducing them to the world of school. You will need to plan meaningful activities for the children in your classroom. These experiences allow them to discover new things in a safe, nonjudgmental environment and feel successful. The lessons and materials in this kit support the importance of play and meaningful experiences.

The components of this kit can create a captivating unit around the theme. The main resource for the teacher is the *Feelings Teacher's Guide*. In it, teachers can find quick and easy lessons in the following areas: literacy, phonemic awareness and phonics, math,



social studies, science, music and movement, and art. Within each section are five lesson plans. The Menu of Lesson Choices on pages 36–37 provides a quick overview of the contents of the lessons. Each lesson provides details on the materials needed and procedures of the lesson.

The eight vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs showing a range of emotions that children can easily identify. They are bright and colorful and give the children images to which they can relate concepts about emotions as they are being discussed throughout the unit. The backs of the cards include activities that teachers can use for activating prior knowledge, developing phonemic awareness and phonics, and building knowledge and comprehension.



Introduction *(cont.)*

The three books included in this kit provide the literature foundation for the theme. The concept book, *I Wear My Feelings*, is used to introduce the unit and provide pictorial support for the children’s understanding of feelings based on expressions and actions. A wordless photo book, *Feelings*, helps develop the children’s oral language as they discuss and create a story that shows different emotions we can express with our faces. A book created around the traditional tune, “If You’re Happy and You Know It” provides a beautifully illustrated way for the children to access and read print.

Each of these books is also provided as an enlarged “lap size” book for teacher read-aloud as children gather around for storytime and other learning activities.



The Audio CD included in the kit provides audio of the theme-related songs (pages 76–81), both as instrumentals and with vocals, and audio of the concept book *I Wear My Feelings* and the traditional tune *If You're Happy and You Know It*.

The Digital Resource CD included in the back of this Teacher’s Guide provides a variety of features to supplement the lessons: all patterns from this Teacher’s Guide (pages 82–104) in both color and black and white; the vocabulary word cards from this Teacher’s Guide (pages 105–106) in both color and black and white; each of the books in this kit in electronic format with page-turning capabilities; each of the books in this kit in pdf format; additional resources from this Teacher’s Guide; video clips to support the kit content and vocabulary; and interactive whiteboard activities to support the lessons. Complete descriptions of the contents of the CDs, as well as instructions for their use, can be found on pages 109–122.



Rapping About Emotions



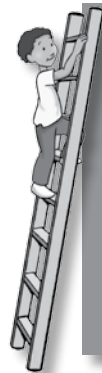
- Emotion Faces (p. 99)
- “Emotion Rap” song (p. 79)
- scissors
- crayons or markers
- large craft sticks (2 for each child)
- glue

Procedure

- 1 Prior to the lesson, prepare copies of Emotion Faces. There should be enough faces copied and cut apart for each child to have two faces.
- 2 Gather children together on the rug or in their chairs.
- 3 Show children Emotion Faces.
 - Ask them to identify each expression.
 - Have children make the expressions with their faces and bodies.
- 4 Distribute two faces to children.
 - Have them color the faces.
 - When children have finished coloring, give them two craft sticks.
 - Have children glue their faces to the tops of the sticks.
 - Write their names on the craft sticks.
 - Set sticks aside to dry.
- 5 Teach children the “Emotion Rap” song.
 - Encourage children to express the emotions in the rap.
 - Explain to children that feeling *rad* means they are feeling really great.
- 6 When the stick puppets have dried, allow children to reclaim the puppets they made and gather together on the rug.
- 7 Teach children to hold the sticks near the puppets' heads and tap the sticks on the ground.
 - Encourage children to tap their sticks in rhythm as they sing the rap together.
 - When you reach the section naming the emotions, have children raise their puppets when they match the emotions being sung.
 - Have children exchange puppets with a friend and sing the song again.



Refer to the Audio CD track #4



Extension

Collect puppets and make them available at a center, as well as other stories and songs. Encourage children to use puppets to act out the stories and songs.





sad

This girl feels sad
that she is sick.

sad



Connecting Pieces: Activating Prior Knowledge

- Show the front of the card to children. Have them identify the girl's feeling and brainstorm reasons why she may feel sad. Ask children to think of times they have felt sad.
- Draw a line down the middle of a sheet of chart paper. Make a list of the causes of sadness on one side. Ask children to brainstorm things they can do when they feel sad to help them feel better. Write their ideas on the other side of the chart paper. Help children understand that everyone feels sad at times, but when they are sad there are things they can do to feel better.



Building Blocks: Phonemic Awareness

- Point to the word *sad* on the front of the card. Segment the word by onset and rime (*s-* and *-ad*). Ask children to state the beginning sound in *sad* (/s/). Then have them say the rest of the word (/a/ /d/). Tell children you will remove the /s/ from *sad* and give them a new sound. They need to place the new sound in front of *-ad* to create a new word.
- Practice by saying /m/. Have children add /m/ to *-ad* to create the word *mad*. You may wish to use the following sounds for this activity:

/h/ (had)	/p/ (pad)
/b/ (bad)	/f/ (fad)
/d/ (dad)	/r/ (rad)
/l/ (lad)	/t/ (tad)



New Ideas: Building Knowledge and Comprehension

Most fairy tales end with the phrase, "...and they lived happily ever after." Discuss familiar fairy tales to determine what makes the ending a happy one. Help children recreate the stories so they have a sad ending. For example, the glass slipper broke before Cinderella could try it on so she and the prince never got married. Or, the big bad wolf ate the three little pigs and then had a very bad stomachache. Compare the sad versions with the original versions and discuss why the happy endings make the stories better.

Feelings Songs *(cont.)*

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Emotion Rap

(Original tune)

Lyrics by Evelyn Garcia

Clap your hands and stomp your feet.
It's time to rap to the beat.

E-mo-tion. What's the big deal?
E-mo-tion. It's how I feel!
E-mo-tion. The feeling is real.
E-mo-tion. It makes me squeal!

I can feel happy. I can feel sad.
I can feel scared. I can feel mad.
I can feel tired. I can feel rad.
These are the feelings that I've had.



E-mo-tion. It's all right to feel that way.
E-mo-tion. The feeling can go or stay.
E-mo-tion. Hey, what do you say?
E-mo-tion. How do you feel today?

Emotion Faces

Use these pictures with lesson on page 69.



I Wear My Feelings



Dona Herweck Rice

Every day and
every place,



I wear my feelings
on my face.



I wear a frown
when I feel sad.



I wear a scowl
when I feel mad.



I wear a yawn
when I feel bored.



I wear a pucker
when I feel ignored.



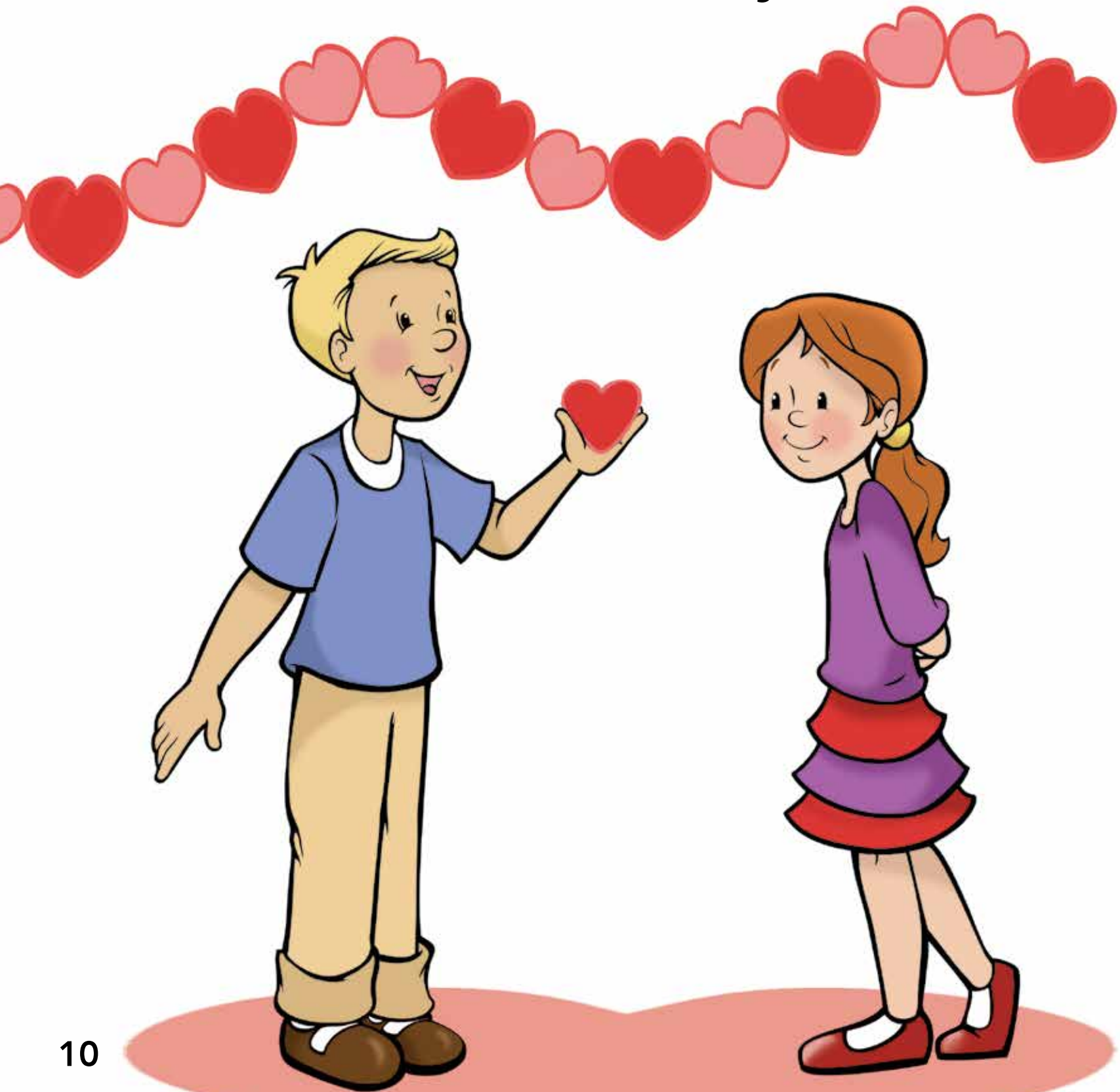
I wear worry lines when I feel afraid and fearful.



I wear dimple lines when I feel pleased and grateful.



I wear a blush
when I feel
embarrassed or shy.



I wear wide eyes
when I feel surprised!



I wear narrow eyes
when I feel suspicious.



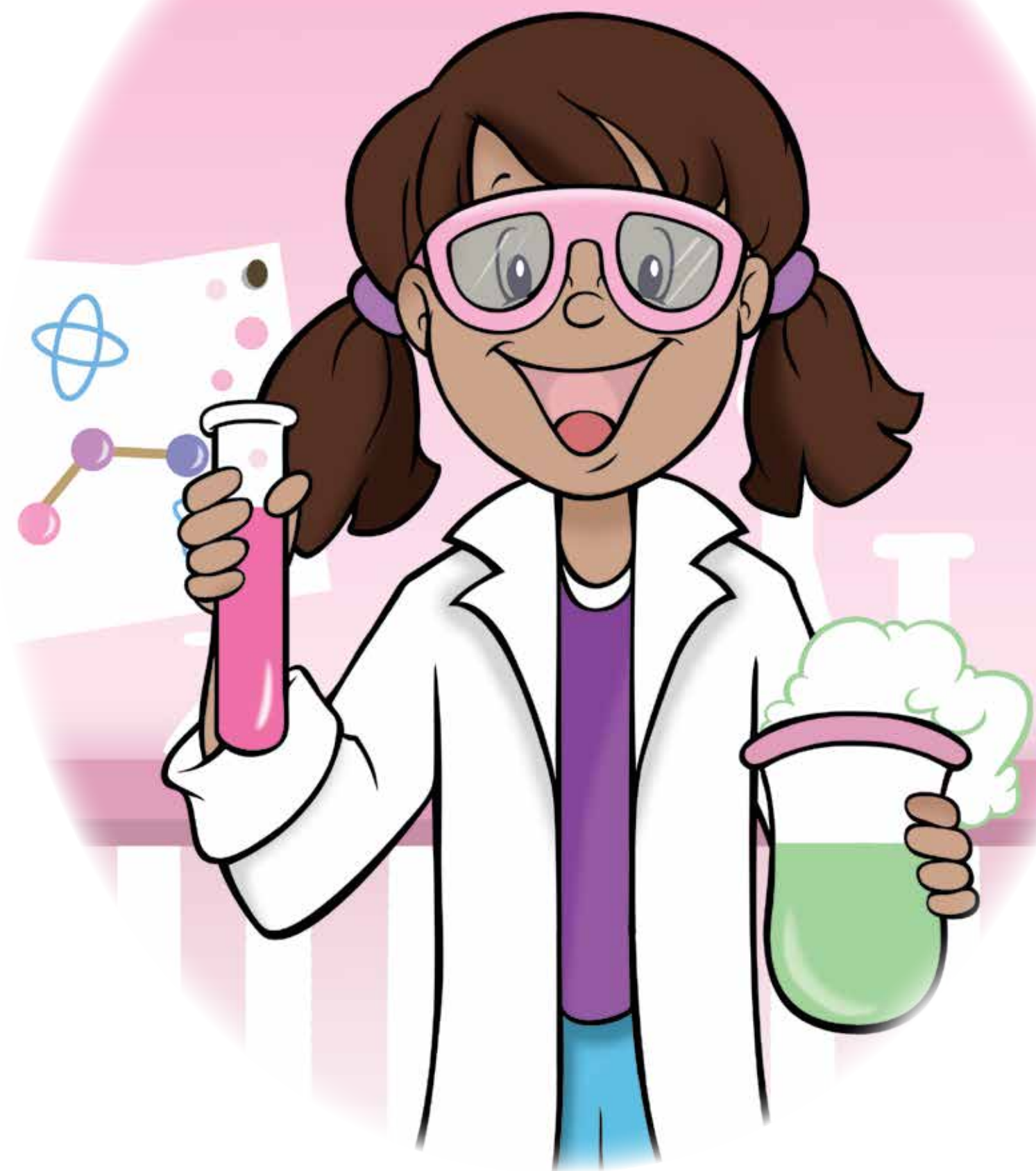
I wear my tongue on my lip
when I feel ambitious.



I wear my biggest grin
when I feel excited.



I wear an open mouth
when my brain is ignited.



I wear a big smile
when I feel happy,
and I laugh when my joy
gets extra snappy!

