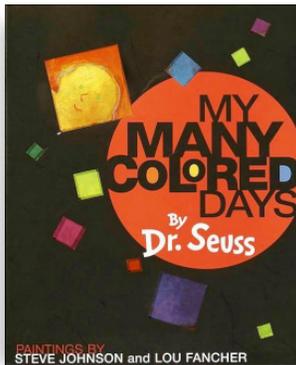


# Book Nook

## Ideas for Using Books to Support Social Emotional Development



### **My Many Colored Days**

*By Dr. Seuss*

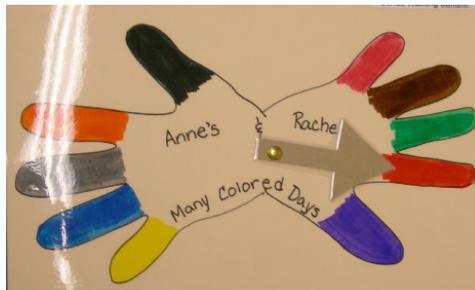
*Illustrated by Steve Johnson and Lou Fancher*

This rhyming story is a wonderful way for parents and teachers to talk with children about their feelings. Each day is described in terms of a particular color, which in turn is associated with specific emotions. Using a spectrum of vibrant colors and a variety of animals, this unique book covers a range of moods and emotions.

(Ages 3-8)

### **Examples of activities that can be used while reading *My Many Colored Days* and throughout the day to promote social and emotional development:**

- While reading the story, pause after each animal and discuss the animal's color. Ask the children to share a time that they were in that mood. After reading the story, discuss the spectrum of colors in comparison to moods and feelings.
- Extend the story by discussing different colors and their association with emotions. Explain that sometimes feelings are described in colors. We are all different and may have a different feelings or moods with each color. For example, although some associate blue with being sad others find it very peaceful and happy. Make a chart with different colors across the top. Ask children to pick which color represents how they are feeling. Talk about why they picked the color to represent their feeling. Write the children's names under the color they pick.
- Color spinner—Trace two hands, with the two palm edges touching, on one piece of cardstock paper or file folder. The fingers will be facing the outer edge of the paper/file folder, while the palms are toward the center. (Note: Once traced, the hands will form a mirror image of each other.) Cut out an arrow and attach it with a brad to form a spinner between the two hands. Color each finger a different color using the colors represented in the story. Have the children pass the spinner around taking turns spinning the arrow and discussing what the color means for them. Talk about how different people may have different feelings associated with the same color. For example, in the story, purple makes the boy feel sad; for others it could mean feeling loved. (See the Color Buddies Spinners art activity.)



# Book Nook

Reading the same book for several days in a row is a great way to provide opportunities for infants, toddlers, and preschoolers to develop a sense of competence and confidence, which is an important part of social and emotional development. They become able to turn pages, point at and label pictures, talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and even make up their own story! Try reading *My Many Colored Days* for several days in a row and use some of the ideas, activities, and teaching opportunities listed below to enhance social and emotional skills.

## Moods and Emotions

### CIRCLE TIME:

**The Boy's Many Colors**—Print out or draw the boy character in the story in each color. Have the children pick the boy out of a bag and discuss the color. Ask them if they remember how he was feeling. Can they remember the animal that represented that color? ([www.seussville.com](http://www.seussville.com))

**Animal Puppets**—Create animal cutouts stick puppets to retell the story during circle time. You can attach the animals to craft sticks and allow the children to play with them on their own as they read the story with a partner or act out the story in the puppet area. Later, they can take the props to the story area or puppet center. (See patterns at the end of the book nook.) Extension activity: These same animals and the boy character can also be used as flannel board props. Cut them out, laminate them and put the rough side of sticky backed Velcro on the back side to place on a flannel board as you tell the story. A cute way to transition to circle or story time is to place these characters with Velcro on a felt fabric hat. Walk around the room and announce that it's story time while wearing the hat. It is sure to get the children's attention. (Felt hats can be found at [www.orientaltrading.com](http://www.orientaltrading.com).) The patterns for the cut-outs are available at the end of this book nook.



**How Does This Make You Feel?**—Place a variety of scenario picture cards in a bag. Allow children to take turns pulling out picture. Have the children talk about how each scenario or item makes them feel and why. Picture cue cards are available at the end of this book nook.

**Music That Moves You**—Discuss how music also evokes feelings. Play different types of music and discuss how each makes them feel. (Classical music offers a wide range of powerful music that signifies different feelings.) Allow the children to move to the music in ways that express emotion. (Ex: stomping, soaring, fluttering, heavy body, etc.)

**Emotion Poem**—Say the poem and ask children to share different moods that they have and what type of actions they do along with that mood. (Feeling pictures are available at <http://www.vanderbilt.edu/csefel> in the “practical strategies” section.)

Emotion Poem  
(*Author Unknown*)

When I am sad I want to cry.  
When I am proud I want to fly.  
When I am curious I want to know.  
When I am impatient I want to go.  
When I am bored I want to play.  
When I am happy I smile all day.  
When I am shy I want to hide.  
When I am depressed I stay inside.  
When I am puzzled I want to shrug.  
When I am loving I kiss and hug.

**ART:**

**Color Buddies Spinners**—Have the children pick a partner and go to the table. Have them take turns tracing each other’s hands (connecting palm to palm) on the same sheet of paper. Have them each color the fingers on each other’s traced hand a different color. When they are complete, attach an arrow in the center of the hands. Allow the children to take turns using the spinner and discuss the colors the arrow lands on. Ask them questions relating to the story. Have them draw a picture of the color emotion in the story.

**Different Colors for Many Moods**—Have the children each choose a color from the crayon box. Write down why they chose that color and what type of mood it represents for each child. Write down what they dictate and display their art around the classroom.

**The Bad Mood Cure**—Create a “*How to cure a bad mood book*”. Encourage the children to come up with creative and practical ideas on things that make them feel better. (Ex: walk through a field of butterflies, dance like a monkey, play with a puppy, hug mommy, smell cotton candy). Create a list of what the children say. Allow the children to each pick one and illustrate or cut out pictures of each idea and put them into the book. Write down what each chose as they bring them to you and put them into a binder. Keep this book in the classroom library and have it handy when someone needs to feel better. As time goes on, you can continue to add other pages for various situations that arise. Read the book often in circle, story center, or small group.

## Colors

**SENSORY:**

**Colorful Feelings**—Put out colored sand on different trays. Allow the children to draw animals/feelings faces in the sand with their fingers. Discuss the moods and the feel of the sand.

**MOVEMENT:**

**Feelings with Simon Says**—Play Simon Says with feelings/moods from the story. For example, say: “Simon says, be busy like a bee.” Hold up colored paper to match the emotion from the story. Have the children take turns giving other emotions to say in the game and write them down on specific colors they refer to. Again, draw attention that not all of us have the same feeling with a particular color.

## IMAGERY/PRETEND:

**Colorful Rooms**—Have the children close their eyes and imagine walking into a room that is completely gray. The carpet is gray, walls are gray, the furniture is gray – even the people are gray! How does it feel to be in a world where everything is gray? Continue with various colors in the story. Talk about how diverse people are and how boring it would be if we were all alike. Continue with moods and feelings. What if we could only have one feeling all the time?

**Guess How I Feel**—Pantomime various emotions without using any words, only body language, hand gestures and facial expressions. Have the children each take a turn and have the others guess what feeling they are demonstrating.

## CIRCLE ACTIVITY:

**Color Hunt**—Have the children go on a color hunt. Have the children pick out a strip of colored paper. The children will then go around the classroom and find an object that matches the color of the strip of paper. Once they come back to circle write down the name of the object on the strip of paper (a blue car). Ask each child to describe how they would use the object that they found and how using that object makes them feel. You may discover what your children like to play with and what objects they don't like. Begin to link the strips of paper together with a stapler then hang the colored chain around the room. Do this activity throughout the week to strengthen the children's concept of colors. As the children each go to find their colored object sing: *Sally is going on a color hunt, a color hunt, a color hunt Sally is going on a color hunt looking for something blue...* Repeat song for each child until everyone has had a turn. Extend this activity by relating it to working together towards one common goal – creating a long paper chain. Explain how it takes everyone's individual link to create a chain long enough to hang all the way around the classroom. Have the children project how many they will need. You may also reinforce math concepts by graphing the different colors and having the children add/count the new ones added each day.

## ART:

**Almost Batik**—Draw a feelings picture with crayons on white paper. This may relate to a character in the story or a face expressing an emotion. Place the picture in water for a few minutes, gently remove the paper and crumble it into a ball. Carefully open the paper and place it flat on newspaper. Paint all over the entire sheet with water color paint. Dip the picture back in the water for a quick minute. Remove the picture and place it flat to dry on the newspaper. Ask the other children to look closely at what type of feeling they can see in the picture.

**Musical Mix**—Place three dollops of primary colored paint on a piece of white card stock. Place a piece of plastic wrap on top of the paper. Play a variety of music (country, rock, lullaby music, opera, etc.) during the activity and allow the child to mix the colors with their hands. Pull off the wrap when they are done and hang to dry. This makes cool abstract paintings. Have children comment on how it feels to do this project and what kinds of emotions did they have during the different types of music. You can even replay the music and pause between each different segment for comments.

## SENSORY:

**Rainbow Stew**—Put shaving cream in a zip lock bag along with liquid water colors or food coloring in the three primary colors of red, blue, and yellow. Close the bag and tape shut, allow the children to mix the colors. Discuss the colors and how they have become all mixed up, just as the boy was in the story. (Always remember to burp the bag and make sure all of the air is out by pressing the contents up to the seal.)

**Jelling Jell-O**—For young toddlers you can make Jell-O with the different colors. Allow the children to each have a small amount of each color and squish and mix the colors together.

## **MUSIC/MOVEMENT:**

**Color Hokey Pokey**—Purchase color coded stickers (little circles) to match the colors in the story. You can also make your own stickers by gluing construction paper to sticky labels and then peeling back the backing to form a sticker. Put one color on each child’s hand, another on each foot, as well as various colors on other body parts. Play the Color Pokey... “You put the red one in; you put the red one out; you put the red one in; and you shake it all about.” Continue with each color. You may also use different colors of scarves in place of stickers.

## **OUTSIDE ACTIVITY:**

**Feeling Sheet**—Draw feeling faces on a large white sheet with permanent marker. Hang the sheet on a fence and give each child a spray bottle with different colors of watered down paint. Let the children spray the sheet until it is completely soaked. Allow the sheet to dry and use a outside story time rug. As you read the story ask the children to find the feeling face that corresponds with the situations in the story. Extension activity: If there is a conflict on the playground you can also use the sheet as a place for talking about their feelings and problem solving.

**Color Feeling Cube Sticks**—With permanent marker draw a different feeling face on the ends of craft sticks. Make ice cubes of various colors using either food coloring or kool-aid. Freeze in ice cube trays or in small wax paper cups. Place a craft stick in each color before it fully freezes, making sure that the feeling end of the stick is not in the colored water. On a warm day allow the children to play with these ice cubes in a sensory tub with various sizes of Tupperware bowls and cups to mix. Put a small amount of water in the tub. Discuss the feelings from the story. Talk about the ice cubes melting as well as what colors, when combined, create what new color. Have the children share some of their melted color cubes with another child. What colors can they create together?

**Feeling Telescopes**—Place colored cellophane on the ends of paper towel tubes wrapped with rubber bands. Have the children choose which color they want to use and ask them how that color makes them feel. The children decorate the tubes and then take them outside to explore. It’s like looking at the world through rose colored glasses.

## **SCIENCE:**

**Color Reading**—Have the children read a feeling story while looking through color paddles.

**“Egg”cellent Emotions**—Using crayons have the children draw feeling faces on hard boiled eggs. Then have them dye the eggs with either purchased egg dye or by creating your own with food coloring, vinegar, and water. Put the dye in clear plastic cups so that the children can see the transformation take place. Allow for color mixtures. Discuss how the combination of colors can create a new color. Children can then take their eggs home and talk to their families about how the class is talking about colors and emotions.

