



Frustrated
Frustrado



Embarrassed
Avergonzado

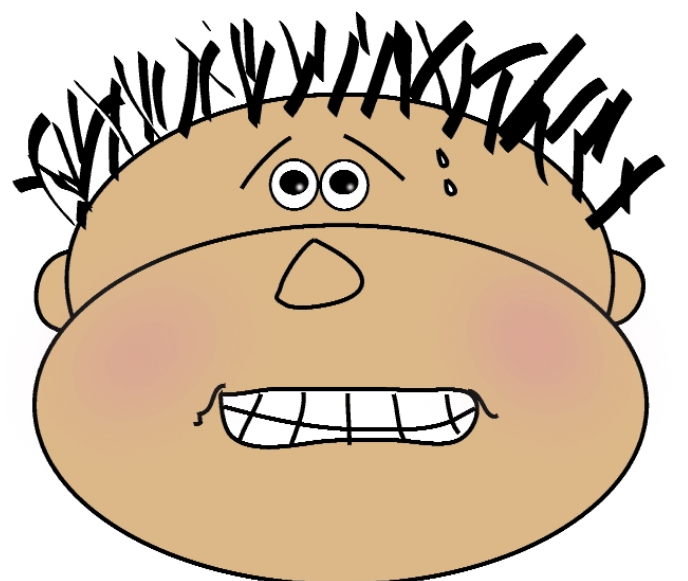


Sad
Triste

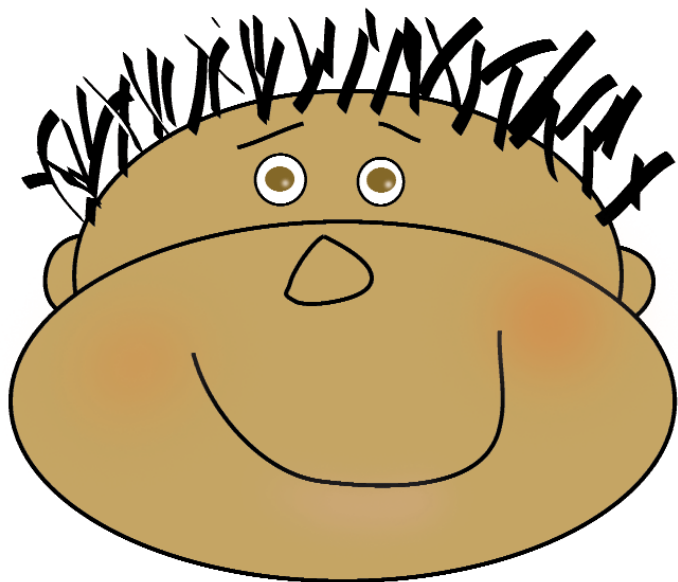


Mad
Enojado

**This
is
how
I
feel
today!**



Nervous
Nervioso



Happy
Alegre



Proud
Orgullosa



Scared
Asustado

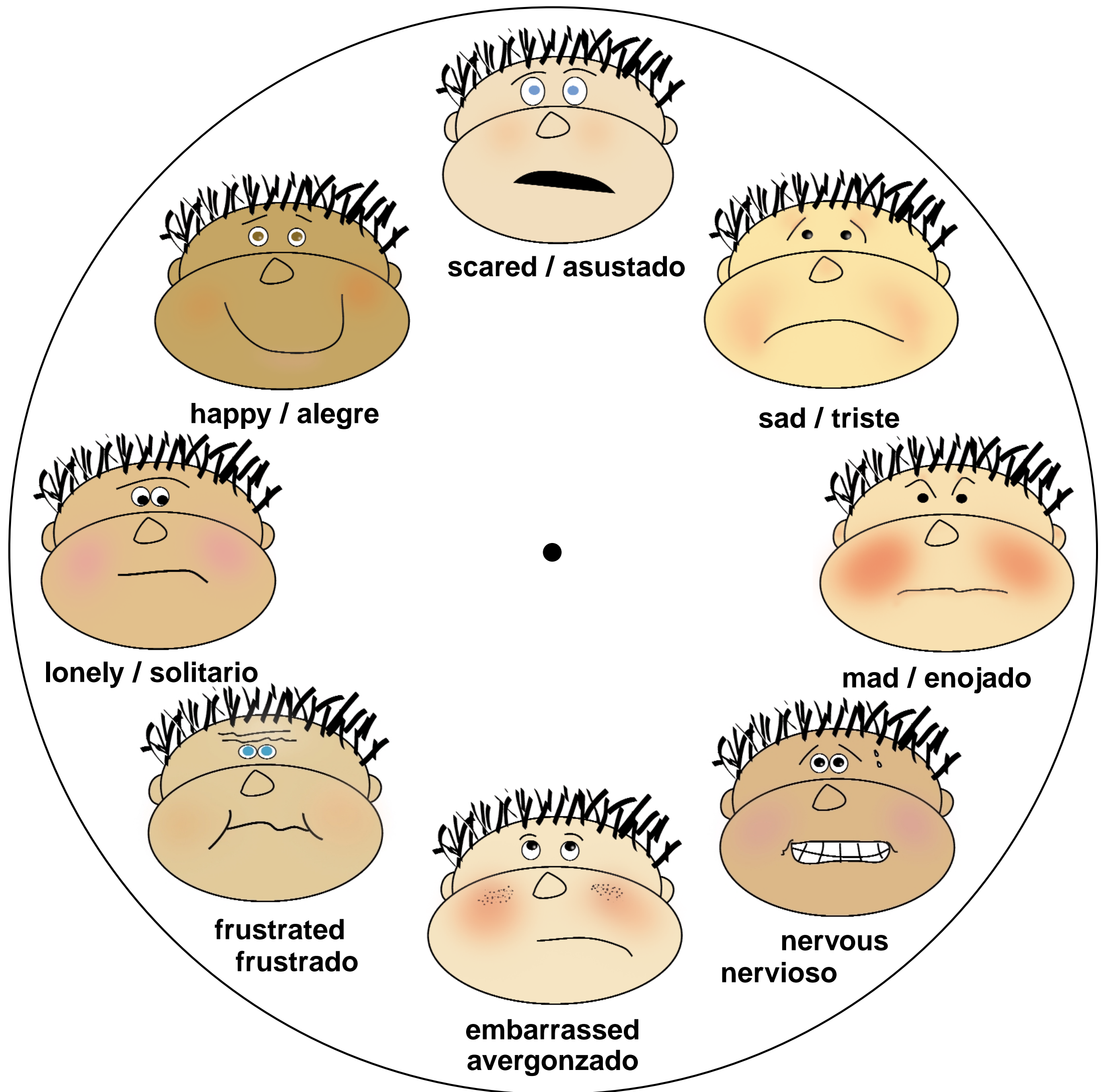


Loved
Amado / querido

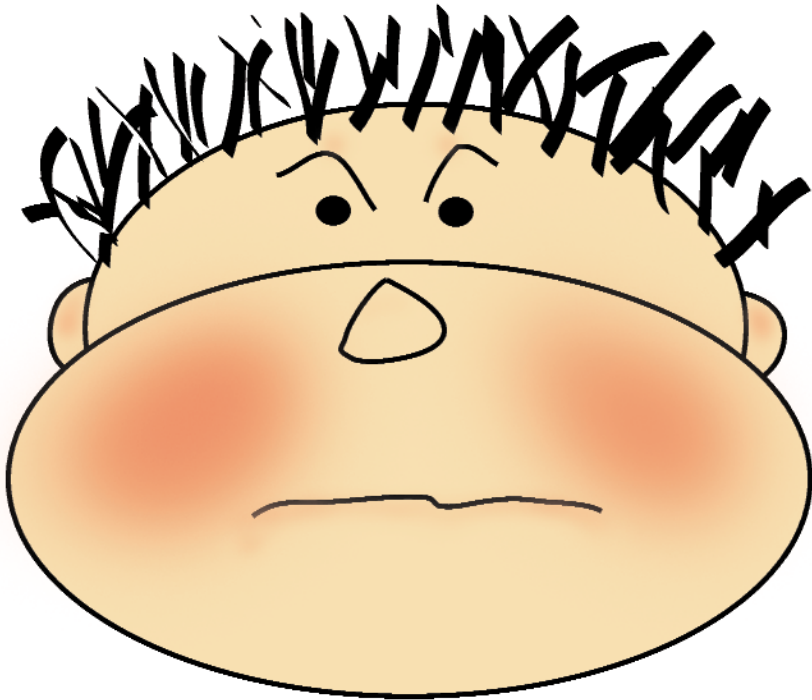
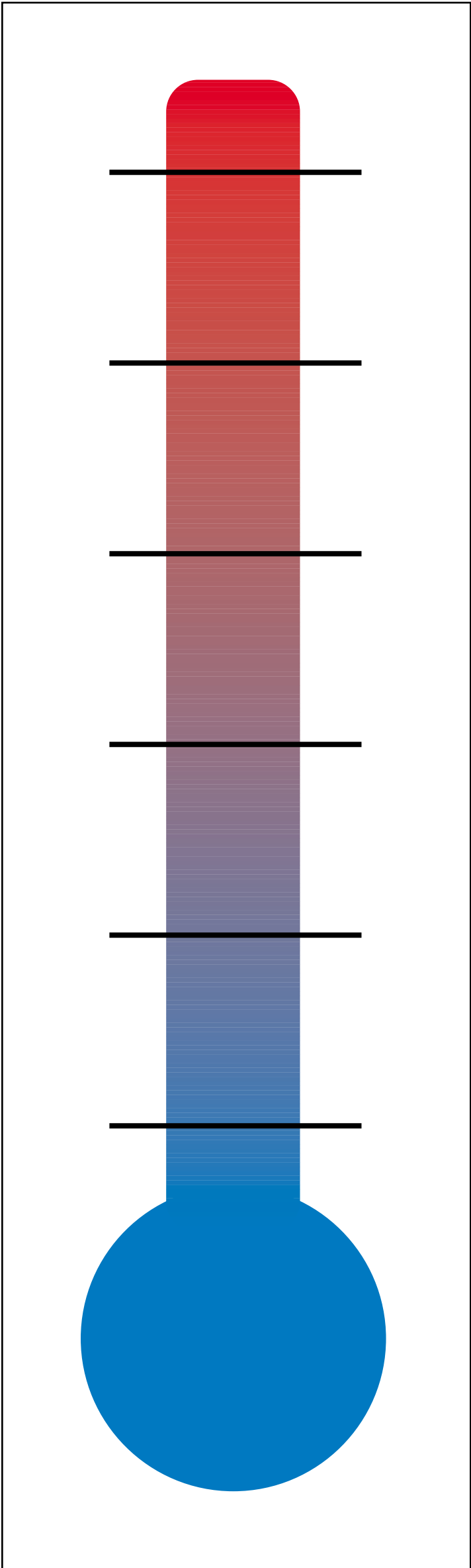


Lonely
Solitario

Feeling Wheel



Relaxation Thermometer



Mad

**Take 3
deep breaths
1...2...3**



Relaxed / relajado



Frustrated
Frustrado



Embarrassed
Avergonzado



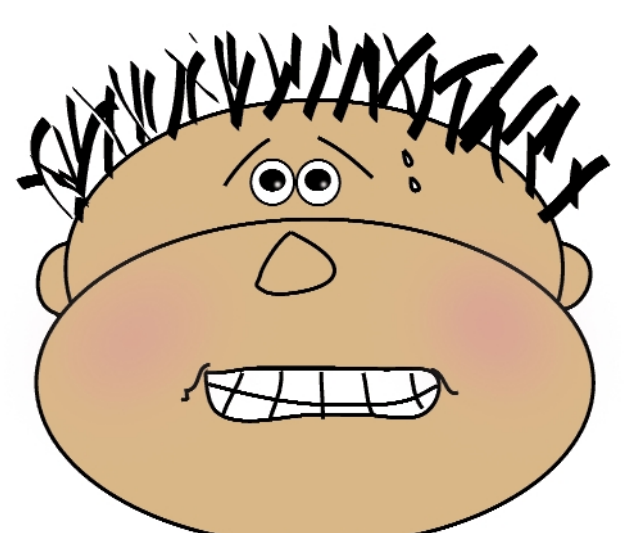
Sad
Triste



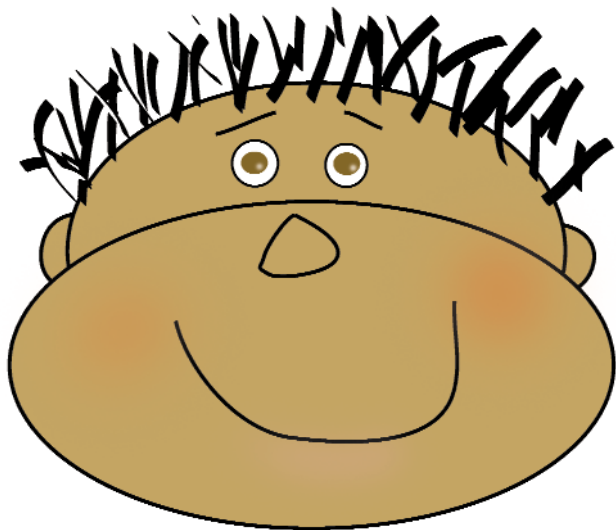
Mad
Enojado



Scared
Asustado



Nervous
Nervioso



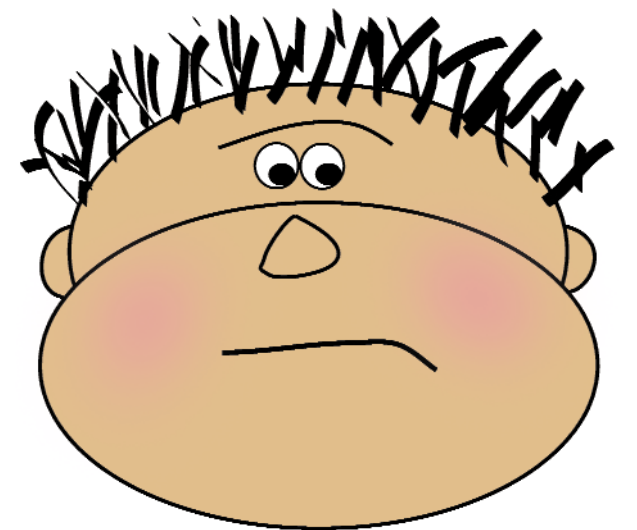
Happy
Alegre



Loved
Amado / querido



Proud
Orgullosa



Lonely
Solitario



Frustrated



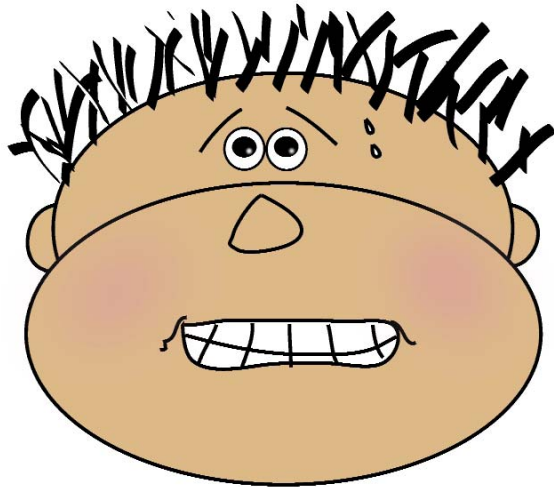
Sad



Embarrassed



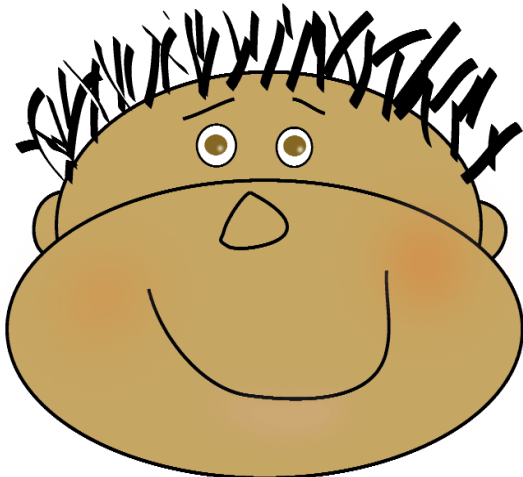
Mad



Nervous



Proud



Happy



Scared



Tired



Lonely



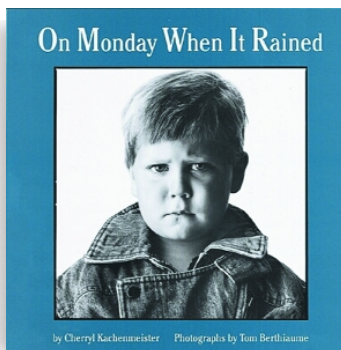
Loved



Surprised

Book Nook

Using Books to Support Social Emotional Development



On Monday When It Rained

By Cherryl Kachenmeister

Houghton Mifflin Company, 1989

On Monday When It Rained is a great book for talking about feelings and emotions. The story is about a boy and what happens to him every day for a week. Each day, based on what happens, the boy talks about how it makes him feel. The pictures are very expressive and label a range of feelings and emotions (disappointed, embarrassed, proud, scared, angry, excited, lonely). (Ages 3-8)

Examples of activities that can be used while reading *On Monday When it Rained* and throughout the day to promote social and emotional development:

- While reading the story, pause after each of the day's events and ask the children how they think they would feel if that happened to them.
- While reading the story, have children talk about times that they felt disappointed, embarrassed, proud, scared, angry, excited or lonely. Also talk about times when you felt disappointed, embarrassed, proud, scared, angry, excited or lonely.
- Give each child a small hand held mirror and have them make faces representing the feelings as the little boy expresses different emotions in the story.
- Make a "feelings" collage by cutting pictures of different faces out of magazines and gluing them and other items such as sequins, glitter, etc.
- Since the story is about one child, the pictures of the "feeling faces" are not very diverse. Take pictures of all the children in the classroom making faces that show different feelings (disappointed, proud, embarrassed, scared, angry, excited and lonely). Make a new *On Monday When it Rained* book—with the pictures showing the children in the classroom.
- Use the same idea as above (taking pictures of children making faces to show different feelings), but have the children make up their own story. They can expand and add pictures showing more emotions and feelings than those in the story.
- Have the children make a mural of things that make them feel disappointed, proud, embarrassed, scared, angry, excited and lonely.
- 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



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words, talk about their own experiences in relation to the story and even make up their own story! Try reading *On Monday When it Rained* for several days in a row and use some of the ideas, activities, and teaching opportunities listed below to enhance social and emotional skills.

Rain

Ask if anyone remembers what happened to the little boy in the book when it rained. How did it make him feel when it rained? Ask how they feel when it rains. What do they like to do when it rains? Have there been times when they felt happy when it rained or disappointed or sad? What was happening when they felt this way Sometimes rain can make you happy or sad! What does it sound like when it rains? Have a coffee can (with a lid) that has been filled with rice or rice on a pie tin. Shake the can or tin and ask if it sounds like rain. Have other instruments so children can make rain sounds (cymbals or cookie sheets for thunder, or wood blocks and sticks—can also tap fingers on the floor to sound like rain, rub hands together, pat legs, stomp feet for thunder). Children can chant:

Rain, rain go away.

Come again another day

We want to go outside and play.

Rain, rain go away!

Art: Let each child color coffee filters with magic markers. Place the filters on newspaper. Use a spray bottle containing clear water and have each child gently spray (“rain on”) the coffee filter. Watch how the colors blend together and form new colors. Allow filters to dry. As the children are making their filters, ask how they think the boy in the book would feel if he got to make rain filters. Remind them that he was disappointed when it rained- do you think this would make him happy or would he still be disappointed because he couldn’t go outside?

Make-Believe: Put 4 or 5 items in a paper sack that are related to rain. Possible items might include an umbrella, a sponge, a towel, a raincoat, boots, and a toy boat. Tell the children that they are going to create a story about rain (using all of the items in the bag) and how rain makes them feel. Let a child pull an item out of the sack and have everyone label the item. After all of the items have been removed and labeled, brainstorm as a group how the rain story should begin. If needed provide some suggestions for beginning the story that the children can choose from or modify. Write the beginning sentence on a piece of chart paper. Then take turns letting each child add a sentence to the story that includes something about one of the items that was pulled from the bag, what they might do with that item in the rain and how it might make them feel. After each child has had a chance to contribute at least one sentence, read the story aloud.

Science: Have materials for children to make a daily weather log. Children can draw rain, sun, snow, etc.. for the log. There should also be a space on the weather log to report how the weather makes you feel. Children can draw faces (happy, sad, excited, etc...) for the log. As children are making the weather log, have conversations about the little boy in the book and how he felt when it was raining outside. Ask the children how they think he would feel if it was snowing outside? When the weather chart is finished, it can be used on a daily basis during large group time to discuss the weather as well as how the weather makes everyone feel!

Sharing

Ask the children if they remember what happened when the boy went to his cousin Janie's house (she wouldn't let him play with her new dump truck!). How did that make him feel? Ask the children what it means to share? Discuss sharing and ask how they feel when friends won't share with them. Ask for examples of when they have shared with their friends. Provide a snack such as a graham cracker square that can easily be broken into two pieces. Give a graham cracker square to every other child. Discuss how some children do not have a graham cracker and how the child with the graham cracker can share with the child next to him. Then have the child with the graham cracker break it into two pieces and share it with the child next to him.

Sing the Sharing Song to the tune of "Skip To My Lou". They can continue to sing this song throughout the day as they share toys, crayons, etc during the day – just change the word for cracker to match whatever they are sharing!

*Share, share, share your crackers
Share, share, share your crackers
Share, share, share your crackers
Share your crackers today!*

Or use the sharing rhyme (Spark, 2001) or make up your own song/rhyme!

*If you don't want to give what you have to a bear!
Just look for a friend and share, share, share
Sharing with a friend lets them know that you care,
So look for a friend and share, share, share!*

Music/Movement: Share space. Use carpet squares, hula-hoops, or make circles or squares on the floor with masking tape. There should be fewer carpet squares than children. Explain that the children will move around to music but when the music stops - everyone will find a carpet square to stand on and share with other children. Show the children how several people can be on one carpet square together at the same time. They will share the carpet square. Play music and encourage the children to move to the music (they can also sing "share, share, share your square" as they move to the music!). Stop the music and tell the children to find a carpet square to stand on. Remind them that more than one child will be on a square, they will need to share the space! Remove one of the carpet squares and again play a segment of music. When the music is stopped, each child shares a carpet square. Continue to remove a carpet square each time until there is only one carpet square (if you have a big enough space to have a huge square!) or 2 or 3 carpet squares left and all of the children share the same space. Make sure the squares are big enough to hold all of the children!

Art: Have several cardboard boxes for the children to make a train together. They can decorate the boxes and then put them together like a train (or any other object that might be interesting to them). You could also tie this back to the story when the boy talks about a zoo. They could put stuffed zoo animals in their "train" and ride them around the room. Have limited supplies available to support children in sharing the materials as they make their train together. Talk about sharing while the children are building and decorating their train. Provide specific comments or praise when children share. Ask how it makes them feel when they have to wait to use the object that they want. What are some other things they can do while they wait their turn and share the materials (work on another part of the box, use crayons while they wait for the markers, make streamers for the train, etc.)? Talk about how sometimes it is really hard to share!!

Sand (water) Table: Have sand in the water table and dump trucks or any materials where the children can scoop the sand and dump it out. Explain that they are going to play dumping sand like Janie did in the story. Have limited items so children have to share. Talk about the story and how the boy felt when his cousin didn't share. Ask why they think she didn't share her new dump truck. Explain that it is sometimes hard to share new toys when you haven't had a chance to play with them yet. Ask what they think they might have done. Would they have shared their new toy with the boy?

Cookies

Ask children if they remember what happened to the little boy when he drank his milk really fast before he ate his cookies (he burped and was embarrassed!).

Share a time when you did something that embarrassed you. Ask if there have been times when they felt embarrassed—what was happening? What kinds of cookies do they think the boy liked best?

What are their favorite cookies? Ask the children if they feel sad, disappointed, angry or happy when they get to eat cookies.

Have the children sit in a circle on the floor (some cookies are shaped like a circle too!). Play an adaptation of the "Hot Potato" game. As music plays, pass a cookie (not a real cookie—play cookie from housekeeping or round construction paper cookie) from child to child around the circle. Stop the music and the child holding the cookie when the music stops names her favorite cookie. Repeat until all the children have at least one opportunity to name their favorite cookies.

Everyone can sing this song as they pass the "cookie" around to the tune of "Skip to My Lou". As each child says their favorite cookie—change the last verse of the song (chocolate chip, peanut butter, oatmeal, oreos, etc.)

Cookies. cookies, make me happy!

Cookies. cookies, make me happy!

Cookies. cookies, make me happy!

I like chocolate chip!

Art: Make cookies out of play dough. Provide scissors, cookie cutters, and tools to make imprints in the play dough. Encourage the children to decorate their cookies with different feeling faces by making imprints in the dough or adding small pieces of play dough to the top of the cookie. Talk about the book and the boy as they make their feeling faces. Ask what feelings they are making and why.

Make-believe: Make no-bake cookies and share (remind them when you talked about sharing yesterday!) them with everyone in the class (No-Bake Oatmeal Cookies, Butterscotch Haystacks, Peanut Butter Balls, Cathedral Windows). Add sprinkles or other candies to make feeling faces on the cookies. Talk about feelings as children mix cookies, etc. Ask how it makes them feel to make cookies? To eat cookies? To share their cookies?

Monster

Ask the children if they remember what the movie was about that the boy watched with his sister (big monster ate a whole building—the monster was green and had a long tail and scales!). Remind them that his sister tried to tell him that monsters aren't really real—but ... how did the monsters make him feel (scared!)? Ask how stories or movies about monsters make them feel? Have children share movies or stories that they have read about monsters and how it made them feel. Refer back to any books that you have read in class that had a monster. Talk about being scared and what that feels like. What kinds of things are scary to them? What do they do when they are scared?

Music/Movement: (Walk like monsters). Have the children create a name for 2 or 3 different monsters using feeling words (Hank the Happy Monster, Allie the Angry Monster, Lulu the Lonely Monster, etc.). Then brainstorm together how each monster might move. For example, Hank the Happy Monster might skip around and jump for joy, while Allie the Angry monster might move by stomping her feet and raising her arms above her head! Then create a game by saying that the children will move like the monsters you name. When you call out the name of one of the monsters, the children will move like that monster. Change the way the children move by calling out the name of a different monster. Give verbal reminders as needed to help them remember how to move for each monster. You might want to play "monster" background music while the game is played.

Art: (Create a "feeling" monster). Let each child make a monster by using a paper cup or toilet/paper towel tubes and attaching various items to it such as yarn, buttons, pipe cleaner, dried beans, pom poms, pieces of paper, ribbon, rick rack, etc. Have children make "feeling" faces on their monsters – disappointed, embarrassed, proud, scared, angry, excited, lonely. Children can give their monsters a feeling name!

Feelings

The children may be able to tell the story or act out the story (different children make faces to show how the boy was feeling and see if the other children can guess). You could also have them read their books if they made books with pictures of everyone in the class! Ask the children if they remember the different feelings that the boy felt as things happened to him during the week. Talk about the fact that feelings change all the time! We might come to school feeling a little lonely because we really didn't want Dad to leave to go to work that day, but then someone might share a favorite toy with us and we wouldn't be lonely any more – we would be excited! How did they feel when they came to school /childcare this morning? Do they still feel the same way or have their feelings changed. Sing, "If You're Happy and You Know It" with all the different emotion and feeling words that you have talked about during the week (ex. if you're proud and you know it, stand up tall!, if you're scared and you know it, get some help, HEEELLPPPP!)

Art: Make a "feelings" collage by cutting pictures of different faces out of magazines and gluing them and other items such as sequins, glitter, etc., or make a mural of things that make them feel disappointed, proud, embarrassed, scared, angry, excited and lonely.

Music/Movement: Play a game like musical chairs only no one is eliminated. Place chairs in a circle. Make animal tags using pictures of zoo animals that children can hang around their neck (refer back to the book when the boy drew pictures of animals in the zoo – his teacher said his picture looked just like the elephant she saw at the zoo last summer and that made him feel proud!). For each animal tag have an identical tag to place on a chair. Allow children to select the animal tag they want to wear. Be sure each tag selected also has a tag (picture of the animal) taped to the seat or back of a chair. Have the children move around the chairs to music. When the music stops, each child sits on the chair that has a picture of a zoo animal that matches the zoo animal on the tag they are wearing. Have the children name the animals. Continue to play the game encouraging children to switch tags so they have an opportunity to match various animals. Encourage children to move like various animals (crawl or wiggle like a snake, walk tall and move like a giraffe, move fast (on four legs) like a lion, move like an elephant swaying your arms back and forth, hop like a kangaroo, etc.). Play music that sounds happy, sad, etc... and get them to move to the music based on the sound. Talk about feelings as they move. Ask why they are moving like they are to happy music, sad music, lonely music, etc...

Book Nook

Using Books to Support Social Emotional Development



Quiet LOUD

by Leslie Patricelli
Candlewick Press

Quiet LOUD is a book about noises! The book provides many fun examples of quiet and loud noises, places, objects and animals (whispering is quiet and screaming is loud; turtles are quiet and monkeys are loud). The illustrations and the simple and repetitive text will encourage children to “read” along while using their quiet and loud voices! *Quiet LOUD* is also available in Spanish, “*Silencio Ruido*” and in Braille. (Ages 1-4)

Examples of activities that can be used while reading *Quiet LOUD* and throughout the day to promote social and emotional development:

- Before reading the book, have a discussion about quiet and loud and what each one means. Demonstrate the difference in the sounds by having pots, pans and drums for the children to bang loudly. Whisper to demonstrate quiet. Ask the children if they can think of something that is quiet and something that is loud. Tell them that you are going to read a book about things that are quiet and loud. Show children a few of the pictures in the book and ask them to guess whether they think the page shows something that is quiet or loud. Then tell them that you are going to read the book to find out! While reading the book, change the volume of your voice to model quiet and loud voices. Encourage children to whisper or shout out along with the text.
- Have the children practice quiet and loud while singing a familiar song like the good morning song. They can sing it quietly (whispering) the first time and then sing it loud. Audiotape the children as they sing and then play it back to see if they can hear the difference in the quiet and loud versions of the song. Ask if they like singing the song in a quiet voice or a loud voice. Try singing other favorite songs like “If you’re happy and you know it.” Sing one verse in a quiet whisper and then sing it in a loud voice.
- Have pictures of various animals or toy animals. Show children the pictures/objects and see if they can name the animal and the sounds they make. Ask the children if they think the sound the animal makes is quiet or loud. For example, do they think a lion’s roar is quiet or loud? Do they think a bird’s chirp is quiet or loud? Have the children make the sounds of the animals being quiet or loud. Make a list of the quiet and loud animals using pictures and words so the children can identify the animals and sounds. You could also use velcro so the children can place the animals on the quiet or loud side of the chart.
- Ask children how they feel when they are doing something quiet or loud. For example when they are banging on pots and pans they may feel happy or excited. When they are coloring, they may feel quiet, thoughtful or creative. When they are happy or excited, they might yell and laugh in a really loud voice. When they are sad, they might cry quietly. Ask the children what they do when



something is too loud? Do they put their hands over their ears? What about when something is too quiet? Do they say “I can’t hear,” turn their ears toward the sound or move closer to the sound? Try playing music that is quiet and then loud and see how the children react. Point out their reactions to the sounds (covering their ears or moving closer to the music to hear better). Children can also clap along with the quiet and loud music.

- Create a classroom *Quiet LOUD* book with the children that includes daily routines and activities. Encourage the children to think of all the different activities and things they do during the day. Help toddlers participate by listing the activities/schedules and then talking about whether those activities are quiet or loud. Ask questions such as “while we are taking naps, are we quiet or loud? When the babies are sleeping, are we quiet or loud? When we play on the playground, are we quiet or loud?” Once the children have thought about the routines of the day and whether they are quiet or loud, take pictures of the children during each part of the routines/schedule. Go around the center/school and take pictures of objects/people/pets that make quiet and loud sounds to include in the book. When the book is complete, read it often and then put it in the book area for children to look at and talk about. Allow children to “check out” the book and take it home to show their families.
- Point out quiet and loud sounds as they happen during the day. Involve the children in determining whether they are quiet or loud noises.

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 *Quiet LOUD* for several days in a row and use some of the ideas, activities, and teaching opportunities listed below to enhance social and emotional skills.

Quiet and Loud

Transitions: Before one of your daily transitions, remind the children about the quiet and loud sounds you have been talking about since reading the *Quiet LOUD* book. Try having the children make quiet and loud voices/sounds during transition times. For example, have the children sing the clean up song in loud voices or quiet voices. When lining up to walk down the hall, ask the children what they can do to walk quietly down the hall. When lining up to go outside, have the children walk like an elephant (big, loud, stomping steps) or walk quietly like a little bird or mouse. Refer back to the list of loud and quiet animals from the activity suggested above.

Music/Movement: Provide various musical instruments that make different sounds (tambourines, drums, maracas, sticks and shakers) so the children can experiment with different quiet and loud sounds. Encourage the children to make loud sounds with the instruments like the sounds they read about in the *Quiet LOUD* book. Then try making soft, quiet sounds. Ask them to try making various sounds like: rain, thunder, elephants walking, horses running, mice running, fire truck sirens, snow falling or wind blowing. As they try making the different sounds, talk about whether they are quiet or loud. If you don’t have instruments, children can make their own by filling coffee cans with rice, beans or pebbles (all of which will make different quiet and loud sounds). Have a parade around the room or outside. The children can play their instruments quietly or loud!

Outside: Tell the children before you go outside that you are going to play some quiet and loud games just like the sounds in the *Quiet LOUD* book. Pretend to be barking dogs, flying airplanes or play chasing games. Put pots, pans and sticks in the sand box for banging. Tiptoe quietly back to the classroom after outside play is over.

This book nook was developed by Suzanne Wyatt, Micki Ostrosky, Amy Santos, and Tweety Yates

Children's Book List

Being a Friend

A Rainbow of Friends by P.K. Hallinan (Ages 4-8)
Best Friends by Charlotte Labaronne (Ages 3-5)
Can You Be a Friend? by Nita Everly (Ages 3-6)
Can You Talk to Your Friends? by Nita Everly (Ages 3-6)
Care Bears Caring Contest by Nancy Parent (Ages 3-6)
Care Bears The Day Nobody Shared by Nancy Parent (Ages 3-6)
Fox Makes Friends by Adam Relf (Ages 3-5)
Gigi and Lulu's Gigantic Fight by Pamela Edwards (Ages 3-7)
Heartprints by P.K. Hallinan (Ages 3-6)
How Do Dinosaurs Play with Their Friends by Jane Yolen and Mark Teague (Ages 3-5)
How to be a Friend by Laurie Krasny Brown and Marc Brown (Ages 4-8)
Hunter's Best Friend at School by Laura Malone Elliot (Ages 4-7)
I'm a Good Friend! by David Parker (Ages 3-5)
I Can Share by Karen Katz (Ages infant-5)
I Can Cooperate! by David Parker (Ages 3-5)
I am Generous! by David Parker (Ages 2-5)
I'm Sorry by Sam McBratney (Ages 4-7)
It's Hard to Share My Teacher by Joan Singleton Prestine (Ages 5-6)
Jamerry by Bruce Degan (Ages 2-5)
Join In and Play by Cheri Meiners (Ages 3-6)
The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear by Don & Audry Wood (Ages 2-5)
Making Friends by Fred Rogers (Ages 3-5)
Making Friends by Janine Amos (Ages 4-8)
Matthew and Tilly by Rebecca C. Jones (Ages 4-8)
Mine! Mine! Mine! By Shelly Becker (Ages 3-5)
Mine! A Backpack Baby Story by Miriam Cohen (Ages infant-2)
My Friend Bear by Jez Alborough (Ages 3-8)
My Friend and I by Lisa John-Clough (Ages 4-8)
One Lonely Sea Horse by Saxton Freymann & Joost Elffers (Ages 4-8)
Perro Grande...Perro Pequeno/Big Dog...Little Dog by P.D. Eastman (Ages 4-8)
The Rainbow Fish by Marcus Pfister (Ages 3-8)
Share and Take Turns by Cheri Meiners (Ages 5-8)
Sharing How Kindness Grows by Fran Shaw (Ages 3-5)
The Selfish Crocodile by Faustin Charles and Michael Terry (Ages 4-7)
Simon and Molly plus Hester by Lisa Jahn-Clough (Ages 5-8)
Sometimes I Share by Carol Nicklaus (Ages 4-6)
Strawberry Shortcake and the Friendship Party by Monique Z. Sephens (Ages 2-5)
Sunshine & Storm by Elisabeth Jones (Ages 3-5)
Talk and Work it Out by Cheri Meiners (Ages 3-6)
That's What a Friend Is by P.K. Hallinan (Ages 3-8)
We Are Best Friends by Alike (Ages 4-7)



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Accepting Different Kinds of Friends

And Here's to You by David Elliott (Ages 4-8)
Big Al by Andrew Clements (Ages 4-8)
The Brand New Kid by Katie Couric (Ages 3-8)
Chester's Way by Kevin Henkes (Ages 5-7)
Chrysanthemum by Kevin Henkes (Ages 4-8)
Franklin's New Friend by Paulette Bourgeois (Ages 5-8)
Horace and Morris But Mostly Dolores by James Howe (Ages 4-8)
I Accept You as You Are! by David Parker (Ages 3-5)
It's Okay to Be Different by Todd Parr (Ages 3-8)
Margaret and Margarita by Lynn Reiser (Ages 5-8)

General Feelings

ABC Look at Me by Roberta Grobel Intrater (Ages infant-4)
"Baby Faces" books (most are by Roberta Grobel Intrater) (Ages infant-4)
Baby Faces by Margaret Miller (Ages infant-3)
Baby Senses Sight by Dr.S. Beaumont (ages infant -3)
Can You Tell How Someone Feels? (Early Social Behavior Book Series)by Nita Everly (Ages 3-6)
Double Dip Feelings by Barbara Cain (Ages 5-8)
The Feelings Book by Todd Parr (Ages 3-8)
Feeling Happy by Ellen Weiss (Ages infants -3)
Glad Monster, Sad Monster by Ed Emberley & Anne Miranda (Ages infant-5)
The Grouchy Ladybug by Eric Carle (Ages 1-6)
The Pout Pout Fish by Deborah Diesen (Ages 3-5)
The Three Grumpies by Tamra Wight (Ages 4-8)
Happy and Sad, Grouchy and Glad by Constance Allen (Ages 4-7)
How Are You Peeling: Foods with Moods/Vegetal como eres: Alimentos con sentimientos by Saxton Freymann (Ages 5-8)
How Do I Feel? by Norma Simon (Ages 2-7)
How Do I Feel? Como me siento? by Houghton Mifflin (Ages infant-4)
How I Feel Proud by Marcia Leonard (Ages 2-6)
How I Feel Silly by Marcia Leonard (Ages 2-6)
How Kind by Mary Murphy (ages 2-5)
I Am Happy by Steve Light (Ages 3-6)
If You're Happy and You Know it! by Jane Cabrera (Ages 3-6)
Little Teddy Bear's Happy Face Sad Face by Lynn Offerman (a first book about feelings)
Lizzy's Ups and Downs by Jessica Harper (Ages 3-9)
My Many Colored Days by Dr. Seuss (Ages 3-8)
On Monday When It Rained by Cherryl Kachenmeister (Ages 3-8)
Proud of Our Feelings by Lindsay Leghorn (Ages 4-8)
See How I Feel by Julie Aigner-Clark (Ages infant-4)
Sometimes I Feel Like a Storm Cloud by Lezlie Evans (Ages 4-8)
Smudge's Grumpy Day by Miriam Moss (Ages 3-8)
The Way I Feel by Janan Cain (Ages 4-8)
Today I Feel Silly & Other Moods That Make My Day by Jamie Lee (Ages 3-8)
The Way I Feel by Janan Cain (Ages 3-6)



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What Makes Me Happy? by Catherine & Laurence Anholt (Ages 3-6)
What I Look Like When I am Confused/Como me veo cuando estoy confundido
 (Let's Look at Feeling Series) by Joanne Randolph (Ages 5-8)
When I Feel Frustrated by Marcia Leonard (Ages 2-6)
When I Feel Jealous by Marcia Leonard (Ages 2-6) feelings)
Lizzy's Ups and Downs by Jessica Harper (Ages 3-9)
My Many Colored Days by Dr. Seuss (Ages 3-8)
On Monday When It Rained by Cherryl Kachenmeister (Ages 3-8)
Proud of Our Feelings by Lindsay Leghorn (Ages 4-8)
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Happy Feelings

Amadeus is Happy by Eli Cantillon (Ages 2-5)
Feeling Happy by Ellen Weiss (ages 2-5)
If You're Happy and You Know it! by David Carter (Ages 2-6)
If You're Happy and You Know It by Scholastic/Taggies book (Ages infant-2)
The Feel Good Book by Todd Parr (Ages 3-6)
Peekaboo Morning by Rachel Isadora (Ages 2-5)
When I Feel Happy by Marcia Leonard (Ages 2-6)
"What Went Right Today?" by Joan Buzick and Lindy Judd (Ages 3 – 8)

Sad Feelings

Let's Talk About Feeling Sad by Joy Wilt Berry (Ages 3-5)
Franklin's Bad Day by Paulette Bourgeois & Brenda Clark (Ages 5-8)
How I Feel Sad by Marcia Leonard (Ages 2-6)
Hurty Feelings by Helen Lester (Ages 5-8)
Knuffle Bunny by Mo Willems (Ages 3-6)
Sometimes I Feel Awful by Joan Singleton Prestine (Ages 5-8)
The Very Lonely Firefly by Eric Carle (Ages 4-7)
When I'm Feeling Sad by Trace Moroney (Ages 2-5)
When I Feel Sad by Cornelia Maude Spelman (Ages 5-7)



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Angry or Mad Feelings

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst (Ages 4-8)
Andrew's Angry Words by Dorothea Lackner (Ages 4-8)
Bootsie Barker Bites by Barbara Bottner (Ages 4-8)
The Chocolate Covered Cookie Tantrum by Deborah Blementhal (Ages 5-8)
How I Feel Frustrated by Marcia Leonard (Ages 3-8)
How I Feel Angry by Marcia Leonard (Ages 2-6)
Llama Llama Mad at Mama by Anna Dewdney (Ages 2-5)
Sometimes I'm Bombaloo by Rachel Vail (Ages 3-8)
That Makes Me Mad! by Steven Kroll (Ages 4-8)
The Rain Came Down by David Shannon (Ages 4-8)
When I'm Angry by Jane Aaron (Ages 3-7)
When I'm Feeling Angry by Trace Moroney (Ages 2-5)
When I Feel Angry by Cornelia Maude Spelman (Ages 5-7)
When Sophie Gets Angry – Really, Really Angry by Molly Garrett (Ages 3-7)
Lily's Purple Plastic Purse by Kevin Henkes. (Ages 4-8)

Scared or Worried Feelings

Creepy Things are Scaring Me by Jerome and Jarrett Pumphrey (Ages 4-8)
Franklin in The Dark by Paulette Bourgeois & Brenda Clark (Ages 5-8)
How I Feel Scared by Marcia Leonard (Ages 2-6)
I Am Not Going to School Today by Robie H. Harris (Ages 4-8)
No Such Thing by Jackie French Koller (Ages 5-8)
Sam's First Day (In multiple languages) by David Mills & Lizzie Finlay (Ages 3-7)
Sheila Rae, the Brave, by Kevin Henkes (Ages 5-8)
Wemberly Worried by Kevin Henkes (Ages 5-8)
When I'm Feeling Scared by Trace Moroney (Ages 2-5)
When I Feel Scared by Cornelia Maude Spelman (Ages 5-7)

Caring About Others and Empathy

Bear Feels Sick by Karma Wilson and Jane Chapman (Ages 3-5)
Can You Tell How Someone Feels by Nita Everly (ages 3-6)
Understand and Care by Cheri Meiners (Ages 3-6)
When I Care about Others by Cornelia Maude Spelman (Ages 5-7)

Problem Solving

Don't Let the Pigeon Drive the Bus by Mo Willems (Ages 2-7)
Don't Let the Pigeon Stay Up Late! by Mo Willems (Ages 2-7)
I Did It, I'm Sorry by Caralyn Buehner (Ages 5-8)
It Wasn't My Fault by Helen Lester (Ages 4-7)
Talk and Work it Out by Cheri Meiners (Ages 4-8)



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Self Confidence

ABC I like Me by Nancy Carlson (Ages 4-6)
Amazing Grace by Mary Hoffman (Ages 4-8)
Arthur's Nose, by Marc Brown (Ages 3-8)
The Blue Ribbon Day by Katie Couric (Ages 4-8)
Can You Keep Trying by Nita Everly (Ages 3-6)
I Can Do It Myself (A Sesame Street Series) by Emily Perl Kingsley (Ages 2-4)
I'm in Charge of Me!, by David Parker (Ages 3-5)
I am Responsible!, by David Parker (Ages 3-5)
The Little Engine that Could by Watty Piper (Ages 3-7)
Susan Laughs by Jeanne Willis (Ages 4-7)
Too Loud Lilly by Sophia Laguna (Ages 4-7)
Try and Stick With It by Cheri Meiners (Ages 4-8)
26 Big Things Little Hands Can Do by Coleen Paratore (Ages 1-6)
The Very Clumsy Click Beetle by Eric Carle (Ages 3-7)
Whistle for Willie/Sebale a Willie by Erza Jack Keats (Ages 4-7))
You Can Do It, Sam by Amy Hest (Ages 2-6)

Good Behavior Expectations

Can You Listen with Your Eyes? by Nita Everly (Ages 3-6)
Can You Use a Good Voice? by Nita Everly (Ages 3-6)
David Goes to School by David Shannon (Ages 3-8)
David Gets in Trouble by David Shannon (Ages 3-8)
Excuse Me!: A Little Book of Manners by Karen Katz (Ages infant-5)
Feet Are Not for Kicking (available in board book) by Elizabeth Verdick (Ages 2-4)
Hands are Not for Hitting (available in board book) by Martine Agassi (Ages 2-8)
Hands Can by Cheryl Willis Hudson (ages 1-5)
I Tell the Truth! by David Parker (Ages 3-5)
I Show Respect! by David Parker (Ages 3-5)
Know and Follow Rules by Cheri Meiners (Ages 3-6)
Listen and Learn by Cheri Meiners (Ages 3-6)
No Biting by Karen Katz (Ages infant-5)
No David by David Shannon (Ages 3-8)
No Hitting by Karen Katz (Ages infant-5)
Please Play Safe! Penguin's Guide to Playground Safety by Margery Cuyler (Ages 2-5)
26 Big Things Small Hands Can Do by Coleen Paratore (Ages 3-5)
Quiet and Loud by Leslie Patricelli (Ages 1-3)
Words Are Not for Hurting by Elizabeth Verdick (Ages 3-6)



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Family Relationships

Are You My Mother? by P.D. Eastman and Carlos Rivera (Ages infant-5)
Baby Dance by Ann Taylor (Ages infant-4)
Because I Love You So Much by Guido van Genechten (Ages 2-5)
Counting Kisses by Karen Katz (Ages infant-5)
Full, Full, Full of Love by Trish Cooke (Ages 4-6)
Don't Forget I Love You by Mariam Moss (Ages 2-7)
Guess How Much I Love You By Sam McBratney (Ages infant-5)
Guji Guji by Chih-Yuan Chen (Ages 5-8)
How Do I Love You? by P.K. Hallinan (Ages infant-5)
I Love it When You Smile by Sam McBratney (Ages 3-5)
I Love You All Day Long by Francesca Rusackas (Ages 3-5)
I Love You: A Rebus Poem, by Jean Marzollo (Ages 1-6)
I Love You the Purplest, by Barbara M. Joosse (Ages 4-8)
I Love You Through and Through by Bernadette Rossetti-Shustak (Ages 1-5)
The Kissing Hand by Audrey Penn (Ages 3-8)
Koala Lou By Mem Fox (Ages 4-7)
Mama, Do You Love Me?/Me quieres, mama? By Barbara Joosse (Ages 3-6)
More, More, More, Said the Baby: Three Love Stories By Vera B. Williams Morrow (Ages infant-3)
No Matter What by Debi Gliori (Ages 2-5)
Owl Babies by Martin Waddell (Ages 3-7)
Please, Baby, Please by Spike Lee (Ages infant-5)
Te Amo Bebe, Little One by Lisa Wheeler (Ages infant-3)
You're All My Favorites by Sam Mc Bratney (Ages 5-7)



Bullying/Teasing

A Weekend with Wendell, by Kevin Henkes (Ages 4-8)
The Berenstain Bears and the Bully by San and Jan Berenstain (Ages 4-7)
Big Bad Bruce by Bill Peet (Ages 4-8)
Chester's Way by Kevin Henkes (Ages 5-7)
Coyote Raid in Cactus Canyon J. Arnosky (Ages 4-8)
Gobbles! By Ezra Jack Kets (Ages 4-8)
Hats by Kevin Luthardt (Ages 3-6)
Hooway for Wodney Wat! by Helen Lester (Ages 5-8)
Hugo and the Bully Frogs by Francesca Simon (Ages 3-7)



Grief and Death

The Fall of Freddie the Leaf by Leo Buscaglia (Ages 5-adult)
Goodbye Mousie by Robert Harris (Ages 3-8)
I Miss You by Pat Thomas (Ages 4-8)
The Next Place by Warren Hanson (Ages 5-adult)
Sad Isn't Bad: Grief Guidebook for Kids Dealing with Loss Series by Michaelene Mundy (Ages 5-8)



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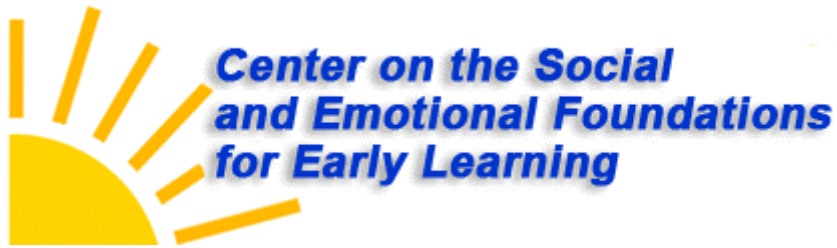
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SCRIPTED STORIES FOR SOCIAL SITUATIONS– TIP SHEET

The rules or expectations of social interactions are typically learned by example. Children with communication difficulties and/or behavior challenges often do not learn these interactions incidentally, but may need more explicit instructions through a scripted description of the social situation.

Scripted stories for social situations help children understand social interactions, situations, expectations, social cues, the script of unfamiliar activities, and/or social rules. As the title implies, they are brief descriptive stories that provide information regarding a social situation. When children are given information that helps them understand the expectations of a situation, their problem behavior within that situation is reduced or minimized. Parents, teachers and caregivers can use these simple stories as a tool to prepare the child for a new situation, to address challenging behavior within a setting or situation, or to teach new skills. The following is an example of a scripted story explaining when it's appropriate to run.

RUNNING

**I like to run. It is fun to go fast.
It's okay to run when I am playing outside.
I can run when I am on the playground.
Sometimes I feel like running, but it is dangerous to run when I am inside.
Running inside could hurt me or other people.
When people are inside, they walk.
Walking inside is safe.
I will try to walk inside and only run when I am outside on the playground.
My teachers and parents like it when I remember to walk inside.**

WRITING A SCRIPTED STORY

Begin by observing the child in the situation you are addressing. Try to take on the child's perspective and include aspects of his or her feelings or views in the story. Also, include usual occurrences in the social situation, clear "expectations", and the perspective of others, along with considering possible variations.

There are three types of sentences used in writing Scripted Story:

1. **Descriptive sentences:** objectively define anticipated events where a situation occurs, who is involved, what they are doing and why. (e.g., When people are inside, they walk.)
2. **Perspective sentences:** describe the internal status of the person or persons involved, their thoughts, feelings, or moods. (e.g., Running inside could hurt me or other people.)
3. **Directive sentences:** are individualized statements of desired responses stated in a positive manner. They may begin "I can try..." or "I will work on..." Try to avoid sentences starting with "Do not" or definitive statements. (e.g., I will try to walk in inside.)

A Scripted Story should have 3 to 5 descriptive and perspective sentences for each directive sentence. Avoid using too many directive sentences.

Write in first person and on the child's developmental skill level. Also remember to use pictures that fit within the child's developmental skill level to supplement text.



Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching
the "Turtle Technique"

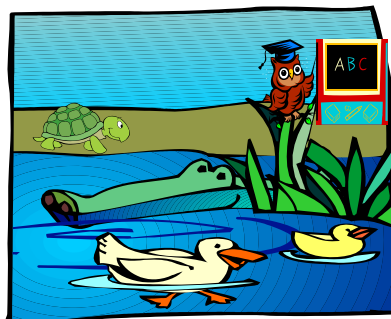
By Rochelle Lentini, University of South Florida

Updated 2007

Created using pictures from Microsoft Clipart® and Webster-Stratton, C. (1991). The teachers and children videotape series: Dina dinosaur school, Seattle, WA: The Incredible Years.

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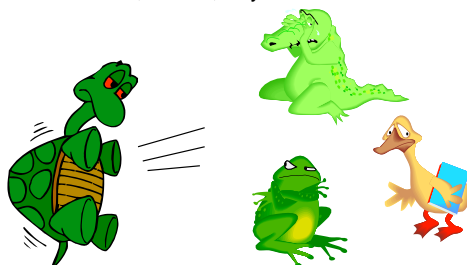
Tucker Turtle is a terrific turtle. He likes to play
with his friends at Wet Lake School.



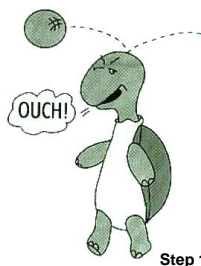
But sometimes things happen that can make
Tucker really mad.



When Tucker got mad, he used to hit, kick, or yell
at his friends. His friends would get mad or upset
when he hit, kicked, or yelled at them.

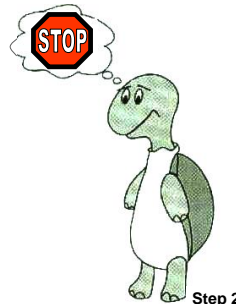


Tucker now knows a new way to "think like a turtle"
when he gets mad.



Step 1

He can **stop** and keep his hands, body, and yelling
to himself!



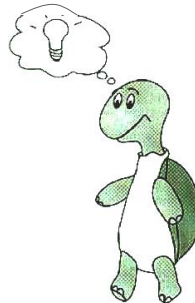
Step 2

He can **tuck** inside his shell and take **3 deep breaths to calm down**.



Step 3

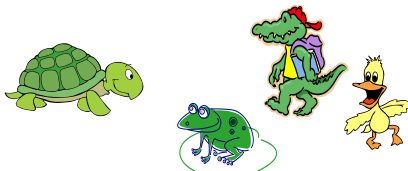
Tucker can then **think of a solution** or a way to make it better.



Step 4



Tucker's friends are happy when he plays nicely and keeps his body to himself. Friends also like it when Tucker uses nice words or has a teacher help him when he is upset.



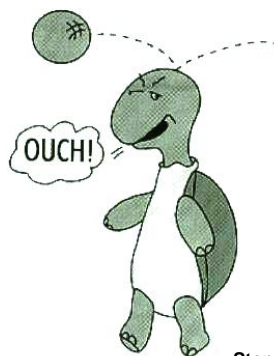
The End!



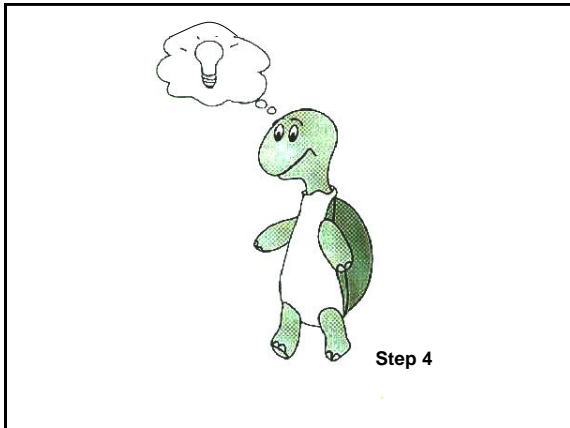
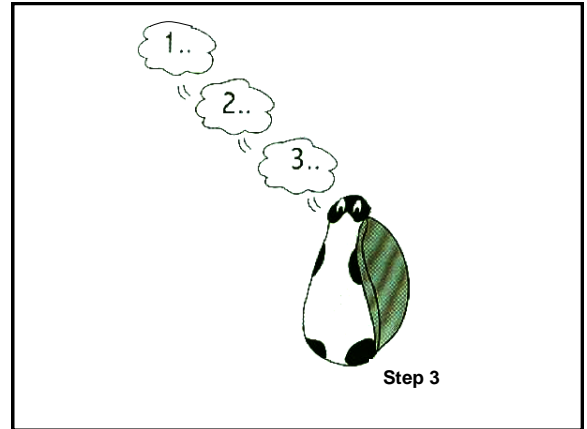
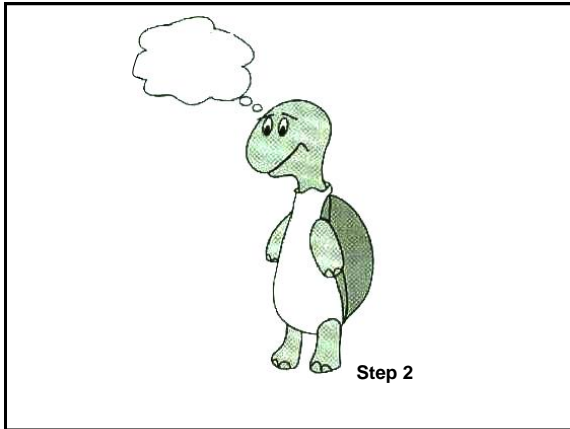

Teacher Tips on the Turtle Technique

- Model remaining calm
- Teach the child the steps of how to control feelings and calm down ("think like a turtle")
 - Step 1: Recognize your feeling(s)
 - Step 2: Think "stop"
 - Step 3: Tuck inside your "shell" and take 3 deep breaths
 - Step 4: Come out when calm and think of a "solution"
- Practice steps frequently (see cue cards on next 4 pages)
- Prepare for and help the child handle possible disappointment or change and "to think of a solution" (see list on last page)
- Recognize and comment when the child stays calm
- Involve families: teach the "Turtle Technique"

Webster-Stratton, C. (1991). The teachers and children videotape series: Dina dinosaur school. Seattle, WA: The Incredible Years.



Step 1

Help the Child Think of a Possible Solution:

- Get a teacher
- Ask nicely
- Ignore
- Play
- Say, "Please stop."
- Say, "Please."
- Share
- Trade a toy/item
- Wait and take turns
- Etc.

Scripted Story Tip

- Please note that you can use real photographs with the line drawings for children that need this level of support. For instance, next to the line drawings, you can glue or Velcro a photograph of the class using the 'turtle technique'. Snap a photo of the children showing how they stop, think, and take three deep breaths.

Problem Solver

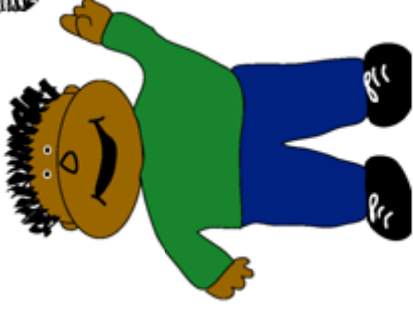
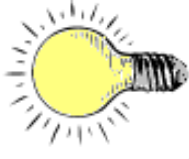
?



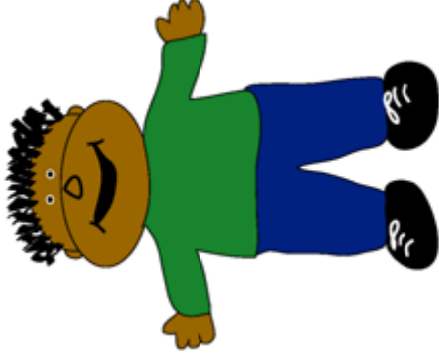
1. What is my problem?



3. What would happen if...?
Would it be safe? Would it be fair? How would everyone feel?



2. Think, think, think
of some solutions.



4. Give it a try!

**Play
together**



Say, "Please Stop."



Share



Say, "Please."



**Get a
Teacher**



Ignore



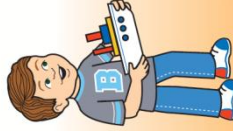
Get a Timer



Wait and take turns.



Trade



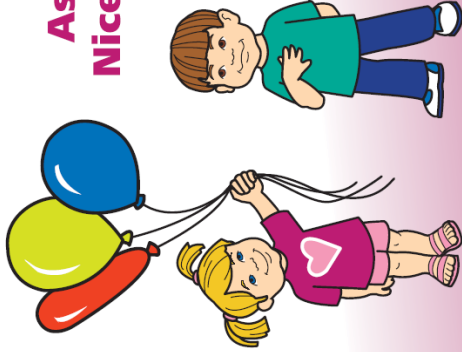
**Ask
Nicely**



**Get a
Teacher**



**Ask
Nicely**



Ignore



**Play
together**



Say, "Please Stop."



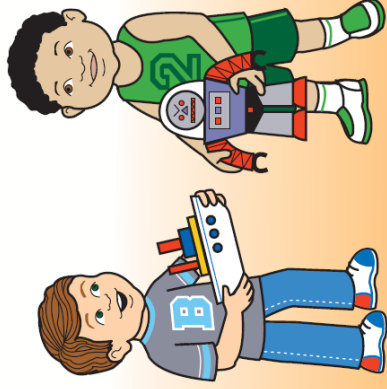
Say, "Please."



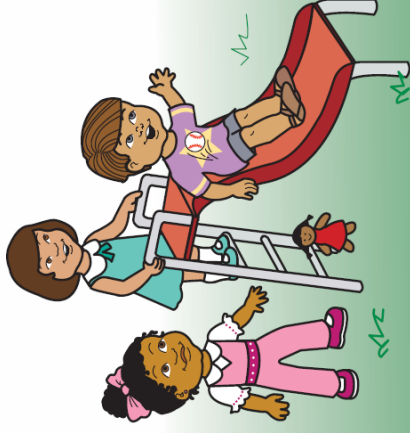
Share



Trade



Wait and take turns.



Get a Timer

