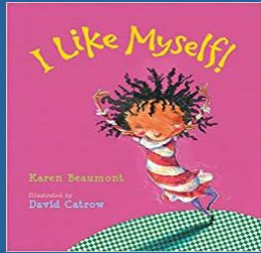


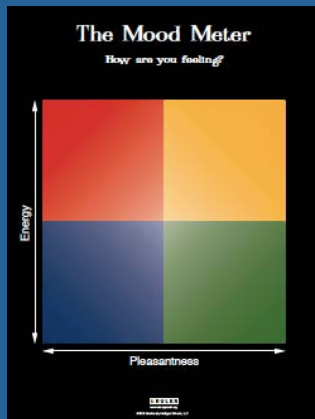
2019 Week of the Young Child



Feature Book: *I Like Myself* by Karen Beaumont

Plot: In this story, the character embraces all of her uniqueness, from messy hair to beaver breath. The story illustrates positive self-esteem and liking yourself for who you are! What do you like about you?

Learning Goals: Emotion recognition of self and others, emotion understanding, teamwork, empathy and compassion, gratitude.



Recognition:

Using cues from facial expressions, body posture, and voices to identify how you or others are feeling

Understanding:

Identifying what happened that made you or someone else feel a certain way

Labeling:

Having a rich vocabulary to name emotions accurately

Expressing:

Showing your emotions in a way that is effective for the time and place

Regulating:

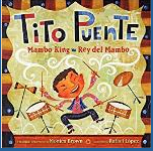
Being able to keep a feeling you like to have or changing from one feeling to another when you have a feeling you do not like

Extension Activities

Read-Alouds

Read a book that highlights different feelings and ask RULER Read-Aloud Questions. Use [RULER read-aloud questions](#) that you find most appropriate.

Music Monday



Read: *Tito Puento: Mambo King* by Rey del Mambo
How does Tito feel he playing music?
How do you know he was feeling that way?
What did his face show? What did his body show?
Do you think he likes feeling this way?
How do you feel when you listen to music?

Activity

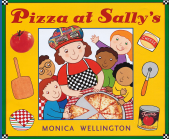
Find a place, such as outside, for each student to try out different musical instruments. Ask students, "Which instrument makes you feel (choose a feeling)?" Give instruments to a group of students and instruct them to play together according to a variety of simple beats. Next, have students create their own beat for the group to try.

Materials:

Musical instruments

[The Mood Meter Song](#) The Mood Meter Song is a great song to get the students moving while expressing various emotions.

Tasty Tuesday



Read: *Pizza at Sally's* by Monica Wellington
How did Sally feel when she was making pizza with for the people in the neighborhood?
How can you tell that she was feeling that way?
How did her face and body look like?
How do you feel when you eat pizza?

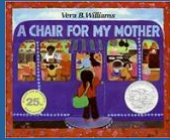
Activity

After reading the story, invite students to make pizza. You can either make your own dough by using a [dough recipe](#) or you can purchase pre-made dough. Invite the children measure, pour, stir, and knead the dough.

Materials:

Pizza dough (Already made dough, or you can make it with the students.)
Veggie toppings

Work-Together Wednesday



Read: *A Chair for my Mother* by Vera B. Williams

How does Rosa and her family feel when the neighbors are helping them?

How do you feel when you get help from your friends?

Activity

Invite students to gather around the parachute and place a ball in the middle of the parachute. The objective is for students to work together to keep the ball bouncing on the parachute.

Ask students:

How did it feel to work together?

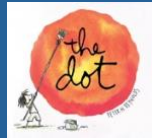
What do you think would have happened to the ball if we did not work together?

Materials

Parachute

Ball

Artsy Thursday



Read: *The Dot* by Peter H. Reynolds

In the beginning of the story, how was Vashti feeling?

How can you tell she was feeling that way?

When Vashti saw her picture hanging above her teacher's desk, how was she feeling?

How do you think Vashti felt when she helped another friend to draw?

Activity

Ask students to creatively represent, on paper, the things that make them feel _____ (choose a feeling word) while using crayons or markers. Collect all the students' artwork and create a patchwork to display in the classroom. It can be used as a reference point to remind students what makes them feel (choose a feeling). Display their artwork for the school community to see.

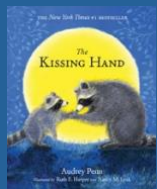
Materials

Paper

Crayons

Markers

Family Friday



Read: *The Kissing Hand* by Audrey Penn

How did Chester feel about going to school?

How could you tell he was feeling that way?

How did his mommy help him feel better?

How does your family help you when you feel sad or afraid?

Activity

On the last day of Week of the Young Child, invite families to your classroom for a story and to share what the students have to been engaging in throughout the week.

Materials

[RULER Family Letter](#) (English)

[RULER Family Letter](#) (Spanish)