



Happy

Feeling Word Unit



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UNIT SUMMARY

Feeling Word	Definition
Happy	Full of good feelings

In this unit, you will find suggestions for teaching students to talk about, think about, and manage happy feelings in themselves and others. Happy, defined as “full of good feelings,” will be explored through individual, large group, and small group activities over the course of 2 to 3 weeks. Students will learn from different situations in which they or others have experienced the feeling, happy. They will learn to recognize, understand, label, express, and regulate feeling happy. During group time, educators will tell a personal story about feeling happy, then read a developmentally appropriate storybook in which a character is experiencing feeling happy. Learning centers will provide students with a deeper understanding of the feeling word through play and activities. Finally, students will have the opportunity to brainstorm and practice regulating the feeling word, happy.

Feeling happy is pleasant with high energy. People who are happy tend to have smiling mouths with corners turned up and sometimes teeth showing. Their eyes may be scrunched and turned up at the corners from smiling or open wide, with high eyebrows and cheeks. Happy bodies tend to have shoulders

back, loose muscles and chests out. Happy voices tend to be loud and clear and may be laughing. Happy hearts may be beating a little bit faster than usual, or even feel “fluttery” and happy breathing is calm.

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STANDARDS AND OBJECTIVES

Connecticut Early Learning Development Standards

SE.60.8	Describe emotions and feelings to trusted adults and peers
SE.60.10	Begin to understand that different people may have different emotional reactions
SE.60.12	Describe self by referring to preferences, thoughts and feelings
C.60.13	Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality
L.60.10	Use language to share ideas and gain information
L.60.12	With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from information text
CA.60.5	Use a variety of tools and materials to represent ideas through the visual arts
CA.60.7	Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play
M.60.11	Represent data using a concrete object or picture graph according to one attribute

ISBE (Illinois State Board of Education) Early Elementary SEL Standards

1A.1a	Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in “feeling faces” or photos
1A.1b	Describe how various situations make you feel
1A.3b	Recognize that feelings change throughout the day
1A.5b	Demonstrate a range of emotions through facial expressions and body language
1A.1c	Identify a range of emotions you have experienced
1A.6c	Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, and disappointment).
2A.3a	Describe how others are feeling based on their facial expressions and gestures

Teaching Tolerance Social Justice Standards

ID.K-2.4	I can feel good about myself without being mean or making people feel bad
ID.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone
JU.K-2.15	I know about people who helped stop unfairness and worked to make life better for many people

Enduring Understandings

They feel happy when they are full of good feelings	Different people show their happiness in different ways (voice, body language, and facial features)
Feelings come and go, and they will not always feel the way they are feeling right now	They can learn different ways to show happy feelings

Essential Questions

Recognize: What does happiness look like in our faces and bodies? What does it sound like in our voices?	Understand: What happens that makes me feel happy?
Labeling: What is another word that I can use to talk about feeling happy?	Express: How can I let other people know that I am feeling happy?
Regulate: What can I do to continue to feel happy? What can I do to have more happy feelings? What can I do if I don't want to feel so happy?	

Knowledge: Students will know...

The cues that their faces/bodies give when feeling happy	Happy is a feeling found in the yellow of the Mood Meter
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Skills: Students will be able to...

Let other people know when they are feeling happy	Talk about what happiness feels like in their bodies and what it might look like in the faces and bodies of others
Name and talk about different ways to manage happy feelings. Practice one way to change or keep the same happy feelings	Share with someone else what makes them feel happy
Point to where happy is on the Mood Meter	

STEP 1: OUR STORIES

Materials	Instructions
<ul style="list-style-type: none"> • A Mood Meter • The word “happy” written out for students to see • A picture of yourself 	<p>Personal stories help students to learn about Recognizing, Understanding, Labeling, Expressing, and Regulating emotions through the real experience of a trusted adult. Choose a meaningful, true story. Liven it up with details. Keep it short (under 3 minutes). As you tell your story, remember to use face, body, and vocal cues and mention how the feeling felt in your body.</p> <p>We encourage you to use the Mood Meter as you tell your story and the Mood Meter Check-In Core Routine after the story with your students</p> <ul style="list-style-type: none"> • <i>Sample Story: I grew up in Haiti until I was eleven years old. Haiti is a small island in the Caribbean (show where Haiti is on map). I lived with my aunt and three of my cousins. My mom and dad lived in the United States but were planning to come and take me with them someday. I spoke to my Mom and Dad on the phone often, but it was not the same without them around. I missed them so much. One day, I got the best news! My mom and dad were coming back to Haiti to get me! My cheeks hurt from smiling so much. I jumped up and down and danced all over the house. I will get to go to America and live there with them forever! I was so happy. When my dad came to get me, I gave him the biggest hug. We were now both smiling; I enjoyed feeling happy and wanted more of it.</i> <p>After you tell your story, ask students</p> <ul style="list-style-type: none"> • In my story, what happened that made me feel happy? • What did “happy” look like in my face and body? • What did it sound like in my voice? • How did I let other people know that I was happy? <p>Ask your students to think about a time they felt like you did in your story.</p> <ul style="list-style-type: none"> • Ask students to think about the ways your story is the same or different from their stories. • Offer students an opportunity to draw their own stories.

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STEP 2: CREATIVE CONTENT CONNECTION

CONDUCT A RULER READ-ALOUD

Materials	Instructions
<ul style="list-style-type: none"> • <i>Happy Pig Day</i> by Mo Willems • Mood Meter 	<p>Read <i>Happy Pig Day</i> by Mo Willems. In this book, Piggie tells his friend Gerald about Happy Pig Day. However, Gerald does not look very happy, because he is not a pig. When Piggie lets Gerald know that Happy Pig Day is for everyone who loves Pigs, Gerald’s feelings change, and he is ready to join the party. The illustrator, Mo Willems, does a wonderful job of drawing emotions. Use the illustrations and the RULER Read-Aloud Questions to lead a conversation about happy feelings.</p> <p>Use the RULER Read-Aloud Questions during a subsequent reading of the same story to help students to Recognize, Understand, Label, Express and Regulate the feeling word. Example questions:</p> <ul style="list-style-type: none"> • R: How was Piggie feeling? How could you tell? At the beginning of the story, how was Gerald feeling? How could you tell? • U: Why do you think Piggie was feeling this way? • L: What other kinds of feelings (other than happy?) do you think Piggie might have been having? • E: How did Piggie let Gerald know what she was feeling? • R: What did Piggie do to help Gerald feel happier? Do you think it worked? What would you have done? <p>Following the Story and RULER Read-Aloud Questions, use the Core Routines to support student learning. The Mood Meter Check-In Core Routine may be helpful.</p>

INTRODUCE THE CHARTER

Materials	Instructions
<ul style="list-style-type: none"> • <i>Chrysanthemum</i> by Kevin Henkes • Butcher paper • Markers 	<p>The Charter is a guide representing how all students and adults in the classroom (1) want to feel and (2) the behaviors they can do every day to support and encourage those feelings in themselves and others. You may find it helpful to introduce the Charter using a storybook, like <i>Chrysanthemum</i> by Kevin Henkes. In this book, Chrysanthemum is teased because of her name. Students can discuss how Chrysanthemum feels, how she likely wants to feel, and how her classmates could have behaved differently. Focus your Charter words on green and yellow feelings.</p> <p>Begin by explaining what a Charter is to students: “Today, we’re going to start creating our classroom Charter. A Charter is an agreement we make together in the classroom.” Educators can ask students, “Do you know what an agreement is?” Invite students to share their answers. “An agreement is when two or more people decide to do something together.” Talk about why the Charter is important: “The Charter describes how we all want to feel in school and what we can do to help everyone to have these feelings when we are at school.”</p>

On the large paper, write:

1. **How do we want to feel in our classroom?** Ask students what feelings they would like to have in class and school. List each feeling on butcher paper. Consider placing images of faces or characters expressing different emotions to post next to each of the feeling words, which is helpful for young students.
2. **What can we do to have these feelings every day?** Explain to students that you want them to think about what they can do each day in school to make sure everyone has these feelings (e.g., excited, peaceful, silly, etc.). Discuss one feeling at a time. For example, excited = celebrating community events; peaceful = reading a book with a friend in the cozy area; silly = laughing with a friend.
3. **Signing Charter:** The Charter is a “living document” that will grow and change over time, so it is never truly finished. However, an important step in the Charter process is having everyone sign it. For younger students who are developing how to write their names, they can sign it however they want, they can sign with a picture, thumbprint, or handprint. Signing the Charter signifies that everyone has been working on the Charter together and will be doing their best to practice the behaviors on the Charter, so everyone can feel how they want to feel at school.
4. **How to use the Charter:** Once the Charter has been created, educators can use the Charter to help students remember things they can do to feel in the yellow and green quadrants of the Mood Meter when they are at school. The Charter can also serve as a problem-solving tool to help students think of ways that they can help a friend who is in the red or blue feelings move to green or yellow feelings.

LEARNING CENTER SUGGESTIONS

MUSIC AND MOVEMENT

Materials

- Variety of instruments
- Yellow Dance Song (located on RULER Online -> Resources -> Early Childhood)

Instructions

Provide students with a variety of instruments (if instruments aren't available, then use other supplies—ex. a spoon and a pot, a salt shaker) to have a parade around the school!

Invite students to play music for the classroom and other classrooms. You may choose to use the Yellow Dance Song as well. After the parade, ask students what it felt like in their bodies to play instruments in the parade. Do you think other students in the school felt happy to hear the music? Model the facial expressions and body language that indicates happy feelings. **If you have students who are sensitive to noise, you may want to hold a silent parade!*

ART

Materials	Instructions
<ul style="list-style-type: none"> • Empty paper towel rolls • Rubber bands • Parchment paper • Popcorn kernels 	<p>Provide students with materials to make maracas. When students are done making their maraca, invite them to share their maracas with the group. What did you use to make your maracas? How did you feel while making and shaking your maracas? Use the Mood Meter Check-In Core Routine.</p>

DRAMATIC PLAY

Materials	Instructions
<ul style="list-style-type: none"> • Streamers • Costumes • Pretend food 	<p>In dramatic play, have students take turns reenacting Happy Pig Day. Invite students to arrange dramatic play area to fit how they would want to put on a play. Make sure all students take turns being the character they want to be.</p>

LITERACY

Materials	Instructions
<ul style="list-style-type: none"> • Additional books 	<p>Offer students access to additional books that explore the feeling “happy.” Examples include:</p> <ul style="list-style-type: none"> ○ <i>I Like Myself</i>, by Karen Beaumont ○ <i>We March</i>, by Shane W. Evans ○ <i>Happy to be Nappy</i>, by Bell Hooks ○ <i>Pete’s a Pizza</i>, by William Steig ○ <i>Good Job, Ajay!</i> By Stuart J. Murphy <p>Allow students to write (dictate) and illustrate additional happy stories and create their own books.</p>

TRANSITIONS

Engage students in a conversation about the ways in which transitions can happen that help us to feel happy. Provide general reminders or invite specific students to be on the lookout for opportunities for happy transitions.

CLOSING

Reflect and respond to student sharing while continuing to connect to characters in the book, and the experiences shared by adults and students.

STEP 3: SCHOOL-HOME PARTNERSHIP

Materials	Instructions
<ul style="list-style-type: none"> • Pencils or markers • Paper 	<p>Together, families can create a list of songs that make them feel happy. Families can ask their children, “<i>Why does that song makes you feel happy? How does your happy voice sing that song? How does your happy body move to that song?</i>”</p>

STEP 4: STRATEGY SESSION

PRACTICE REGULATING

Materials	Instructions
<ul style="list-style-type: none"> • Paper • Markers 	<p>Re-read <i>Happy Pig Day</i> by Mo Willems. Lead students in a role play to practice regulating their feelings. What can they do to help others or themselves if they want to feel happy? Ask RULER Read-Aloud Questions, such as:</p> <p>Sample RULER Read Aloud Questions:</p> <ul style="list-style-type: none"> o Does Piggy like to feel happy? o Does Gerald like that his friend, Piggy, is feeling happy? o How can you tell that they were feeling this way? o How did Piggy help Gerald to feel happy too? <p>Remind students of the experiences of characters you have read about in other read-alouds around the feeling word, your story, their stories, and the stories of their families.</p> <p>Invite them to revisit ways they have noticed characters acting on their happy feelings to look after others and make sure that they are okay.</p>

BUILD EMPATHY

Materials	Instructions
<ul style="list-style-type: none"> • Paper • Markers 	<p>Throughout the unit, your students will likely have identified people who are feeling happy. Take note of these observations as they make them.</p> <p>Hold a conversation in your classroom about when your students experience feeling happy. Allow students to talk about different ways they express happy and the different ways they have learned to get more or less of that feeling.</p> <p>In a Community Circle, invite each student, one at a time, to tell about something that makes them feel happy. Ask them to show what happy feels like for them by doing a movement with their body and invite the other students to repeat the movement. When everyone has had a turn, together, practice a Breathing Break!</p>

IDENTIFY A REGULATION GOAL

Materials	Instructions
<ul style="list-style-type: none"> • Paper • Markers 	<p>Talk with students about what you have learned about feeling happy. Is happy a feeling they like to have or a feeling they don't like to have? As a group, choose a regulation goal for happiness. Do we want to continue to feel happy? Do we want to feel more happy feelings? Do we want to feel less happy feelings?</p>

BRAINSTORM STRATEGIES

Materials	Instructions
<ul style="list-style-type: none"> • Paper • Markers 	<p>Now it is time to think about how we will regulate our happy feelings. Take a Breathing Break and then together, brainstorm all the different ways people manage their happy feelings.</p> <p>Let’s brainstorm together and make a list of things we do and things we think about that help us to feel happy. Together, we will listen for what is the same and what is different about our ideas. Let’s listen to each other’s ideas!</p> <p>Create a strategy wall made up of pictures and words as a reference. For instance, someone getting or giving a hug, sharing a toy, receiving or giving a gift. Continue to build the “strategy wall” as your class moves through all feeling words.</p> <p>Regulation Strategies</p> <ul style="list-style-type: none"> • Feeling happy is generally a feeling we like to have, and often want to continue feeling or to feel more of. The strategies below are some that your students can use, but you can give them space to come up with their own strategies. <p>Thought strategies</p> <ul style="list-style-type: none"> • Visualization: See a picture in your mind of a time when you felt happy. • Positive Self Talk: What can you tell yourself in your mind to keep feeling happy? I sometimes tell myself that I love my friends! <p>Action strategies</p> <ul style="list-style-type: none"> • Social support: talk to grown-ups and friends about how you are feeling- share your happiness, make cards or homemade gifts to celebrate someone else’s happiness • Action: Sing, dance and move your body, create a picture of what happened, take a big breath <p>Keep a collection of student’s ideas and revisit them. Wonder together if those are effective strategies or if trying something different might work better. Collect strategies that work for students in your class and create a book or collection of class strategies.</p>

CLOSING

As you complete this unit, invite students to revisit the words they have on their Charter. Educators can ask students, “Is happy a feeling you would like to have at school? Is happy a word you would like to add to our Charter?” Continue conversations about happy feelings and what students do to create happy feelings for themselves and others.