SECTION 3
Celebrating What We’ve Learned
Week 11
What We’ve Learned

Celebrate Our Learning! This week, children will think about everything they’ve learned about feelings and problem solving.

Children will
• Review all of the feeling words that they’ve learned;
• Review the Breathe, Think, Do problem solving strategy.
Day One:
Word Garden [15 minutes]

Call-and-Response
Children will review words as they chant and move.

Goal
- Review the words happy, thrilled, ecstatic, sad, disappointed, miserable, mad, frustrated, and furious.

Supplies
- Word Garden
- Feeling Faces Printable
- Books that address the featured feelings (optional)

Setup
You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity
1. Explain that you have learned so many feeling words over the past few weeks.
2. Hold up the Feeling Faces Printable, and invite children to come up and act out a face on the page.
3. Invite the group to guess the feeling, then do the pose and share the definition for that feeling.
4. Now lead children in the call-and-response three times. Have children repeat the words, and do the poses after you. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.
Call-and-Response:

One, two, three.
[Children repeat: One, two, three.]
Three happy words can tell you about me.
[Children repeat: Three happy words can tell you about me.]
Happy.
[Children repeat: Happy.]
Thrilled.
[Children repeat: Thrilled.]
Ecstatic.
[Children repeat: Ecstatic.]

One, two, three.
[Children repeat: One, two, three.]
Three sad words can tell you about me.
[Children repeat: Three sad words can tell you about me.]
Sad.
[Children repeat: Sad.]
Disappointed.
[Children repeat: Disappointed.]
Miserable.
[Children repeat: Miserable.]

One, two, three.
[Children repeat: One, two, three.]
Three mad words can tell you about me.
[Children repeat: Three mad words can tell you about me.]
Mad.
[Children repeat: Mad.]
Frustrated.
[Children repeat: Frustrated.]
Furious.
[Children repeat: Furious.]
Day Two: Explore [20 minutes]

Pick a Card, Any Card
Children will review feeling words.

Goal
• Review feeling words.

Supplies
• Word Garden

Setup
Gather children and have them sit in a circle on the floor.

Activity
1. Explain, “We grew so many words in our Word Garden. Today we are going to remember words that tell about our feelings.”
2. One by one, invite children to close their eyes, walk up to the Word Garden, and pick a word.
3. Read the word aloud, and ask children to share its definition and pose.
4. Invite children to share a time they felt this way.
5. Continue picking words, and reviewing their definitions and poses. After a word has been chosen and reviewed, it can be left out of the Word Garden until the game is over.
Day Three:
Problem Solving [15 minutes]

Did It Work?
Children will read a book featuring a problem, and talk about how that problem was solved.

Goals
• Review the Breathe, Think, Do problem solving strategy.
• Review the different parts of the strategy: “What’s the Problem? What’s the Plan?”; “Ask for Help”; and “Try, Try Again.”

Supplies
• A book with a story featuring a clear problem and resolution

Setup
Gather children and have them sit in a circle on the floor.

Activity
1. Read the book or story aloud to the children. When the problem is first introduced, ask, “What’s the problem?” Encourage children to name the problem in their own words.
2. When you come to the part of the book where the character makes a plan to solve the problem, ask, “What’s the plan?”
3. Once you have finished reading the story, encourage children to stand up. Explain that you are going to act out the story that you have just read. Lead children in acting out the story. This time, when you get to the problem, say, “What do we do when we have a problem? We Breathe, Think, Do! Let’s take three slow, deep breaths, in through the nose and out through the mouth.” Count out the breaths so each child takes three.
4. The next time you encounter a problem in the story, ask, “What’s the problem?” Encourage children to name the problem from the story and how the problem made the character in the story feel. Point to the Word Garden to help children find the right word to describe the character’s feelings. Then ask, “What was the plan from the story?” Have children name the plan and finish acting out the story.
5. Once you have finished, ask, “What other plans could we have tried to solve this problem? Could we have asked for help from someone who cares about us? Could we have tried, tried again?” Have children act out different ways to solve the problem from the story.
Day Four: 
Watch and Play [15 minutes]

Not Yet
Children will watch a Sesame Street video that demonstrates the strategy “Try, Try Again.”

Goal
• Review the importance of trying and being persistent when facing a problem.

Supplies
• Computer or interactive whiteboard for viewing the Week 11, Day 4, segment “Elmo Doesn’t Give Up Song (Yet Song)” on YouTube at http://bit.ly/lal8KYf

Setup
Prepare the video so that it is ready to be played. Gather children and have them sit in a half circle so they can all see the screen.

Activity
1. Say, “One of the most important things we can do when we are frustrated by a problem is to try and try again. We call this being persistent! Let’s listen to this song about things that we can’t do yet, but can learn to do if we keep trying.”

2. Watch the video all the way through. When it is finished, ask, “What is the word that we should remember when we can’t do something?” Encourage children to answer, “Yet.” Say, “If you can’t do something, it doesn’t mean you’ll never learn to do it. It just means you can’t do it yet.”

3. Watch the video again. This time, encourage children to get up on their feet to sing and dance along.
Day Five: Show It [10 Minutes]

I Know My Feelings
Children will review the words of the week and this week’s key concepts as they share their feelings.

Goal
- Know the words happy, thrilled, ecstatic, sad, disappointed, miserable, mad, frustrated, and furious.

Supplies
- Feeling Faces Printable

Setup
None

Activity
1. As children arrive for the day, and as they go home, have each child come up to the Feeling Faces Printable and point to the feeling face that shows how he is feeling. Ask, “Which feeling are you pointing to? Why do you feel [insert feeling]?”

2. Throughout the day, review this week’s call-and-response together two times.
Week 12
Let’s Celebrate!

Celebrate Our Learning! This week, children will celebrate all the things they’ve learned about feelings and problem solving.

Children will
• Review the happy words they’ve learned with an “I Am Happy” book;
• Celebrate how much they have learned with I Can Do It! certificates.
Day One:
Word Garden [15 minutes]

Call-and-Response
Children will celebrate learning as they chant and move.

Goals
• Review the words happy, thrilled, and ecstatic.
• Celebrate all of the learning that has occurred over the past 11 weeks.

Supplies
• Word Garden
• Books that address the featured feelings (optional)

Setup
You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity
1. Explain that you have learned so many feeling words over the past few weeks. Explain that you are going to use the call-and-response to remember the happy words.
2. Now lead children in this week’s call-and-response. Have children repeat the words and poses after you. Repeat the call-and-response three times. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.
Call-and-Response:

One, two, three.
[Children repeat: One, two, three.]
Three happy words can tell you about me.
[Children repeat: Three happy words can tell you about me.]
Happy.
[Children repeat: Happy.]
Thrilled.
[Children repeat: Thrilled.]
Ecstatic!
[Children repeat: Ecstatic!]
Day Two:
Explore [20 minutes]

Pick a Card, Any Card
Children will review feeling words.

Goal
- Review the happy feeling words.

Supplies
- Word Garden

Setup
Gather children and have them sit in a circle.

Activity
1. Explain, “We grew so many words in our Word Garden. Today we are going to remember words that tell about our feelings.”
2. One by one, invite children to close their eyes, walk up to the Word Garden, and pick one of the happy words.
3. Read the word aloud, and ask children to share its definition and pose.
4. Invite children to share a time they felt this way.
5. Continue picking from the happy words. After a word has been chosen and reviewed, it can be left out of the Word Garden until the game is over.
Day Three: Celebrate [15 minutes]

I Feel Happy
Children will create a class book about times they felt happy.

Goals
• Review happy words.
• Celebrate learning.

Supplies
• Paper (enough for each child to have at least one sheet)
• Crayons and markers
• Stapler (adults only)

Setup
Set up tables and chairs where children can draw. Think about moments at school that you can share with children that have made you feel happy, thrilled, or ecstatic.

Activity
1. Say, “I feel really happy about all the learning we have done together. I am thrilled!” Mention some moments at school that have made you feel happy, thrilled, or ecstatic. You might say, “I felt thrilled when we all worked together to make the mural of people who care about and help us,” or “I felt happy when we tried and tried again to solve [insert problem].”

2. Share something that has happened at school that has made you feel happy, thrilled, or ecstatic. Encourage children to mention their own examples.

3. Say, “We are all going to draw a picture of something that happened at school that made us feel happy, thrilled, or ecstatic. Then we are going to put our pages together to make a happy book.”

4. Encourage children to draw a picture of a time they have recently felt happy at school. As children work, go around the room and ask, “When did you feel happy, thrilled, or ecstatic?”, and “What is happening in your picture?” Write children’s feeling words under their illustrations.
5. Staple the pages together to create a book, and share the book at circle time. List the entire class as co-authors and illustrators.
Day Four:
Watch and Play [15 minutes]

Anthem
Children will watch a Sesame Street video that celebrates their strengths.

Goal
• Celebrate all the ways that the children are special.

Supplies
• Computer or interactive whiteboard for viewing the Week 12, Day 4 segment, “What We Are” Anthem on YouTube at http://bit.ly/la18Sah

Setup
Prepare the “What We Are” Anthem to be played at the end of the day. Gather children into a half circle so they can all see the screen.

Activity
1. Say, “It’s time to celebrate just how special we are. We can all do so many things and we are so good at solving problems, trying hard, and helping one another.”

2. Play the video once through. Ask children to recall some words that were used to describe the singers. Mention ways that children are creative, funny, caring, helpful, brave, etc. Ask children to call out other words that describe who they are.

3. Now, invite children to stand up and dance along with the music.

4. Play the song two more times. Encourage children to sing and dance along with the characters.

5. When the song is over, ask children to tell you how they are feeling using the words they have learned.
Day Five:
Show It [10 Minutes]

I Just Keep Getting Stronger
Children will recognize that they are growing stronger every day.

Goal
• Review key concepts.

Supplies
• I Can Do It! Printable Certificate (one per child)
• Crayons and markers
• Computer or interactive whiteboard for viewing the Week 12, Day 5 segment, “What We Are” Anthem on YouTube at http://bit.ly/lcrjFOj

Setup
Print out one I Can Do It! Printable Certificate per child, and distribute crayons and markers to decorate. Prepare the “What We Are” Anthem to be played at the end of the day.

Activity
1. Explain, “There is so much that you can do! You can solve problems; name your feelings; you can Breathe, Think, Do!”
2. Gather children in a circle and do the following call-and-response two times.

   Call-and-Response:

   No matter what it is,
   [Children repeat: No matter what it is,]
   I can do it.
   [Children repeat: I can do it.]
   I can solve any problem,
   [Children repeat: I can solve any problem,]
   If I put my mind to it.
   [Children repeat: If I put my mind to it]
   I can Breathe, Think, Do.
   [Children repeat: I can Breathe, Think, Do.]
I can name my feelings, too.
[Children repeat: I can name my feelings, too.]
I try hard every day.
[Children repeat: I try hard every day.]
I am special. Hooray!
[Children repeat: I am special. Hooray!]

3. Give each child an I Can Do It! Printable Certificate as you mention something that child can do. For example, you might say, “Ella, you can solve problems. Yesterday you took three deep breaths when you felt frustrated that you could not tie your shoe.”

4. Invite children to color in their certificates.

5. Before you go for the day, hold your certificates up as you say the call-and-response one more time, and play the “What We Are” Anthem.