SECTION 3
Celebrating What We’ve Learned
Celebremos lo que aprendimos
Week 11
What We’ve Learned
(Lo que hemos aprendido)

Celebrate Our Learning!
(¡Celebremos lo que aprendemos!): This week, children will think about everything they’ve learned about feelings and problem solving.

Los niños van a:
- Repasar todas las palabras de sentimientos que han aprendido.
- Repasar la estrategia para resolver problemas Respira, piensa, actúa.
Day One:  
Word Garden (Jardín de palabras)  
[15 minutes]

Call-and-Response (Llama y responde)  
Children will review words as they chant and move.

Goal  
- Review the words *contento*, *feliz*, *alegre*, *triste*, *decepcionado*, *enojado*, *frustrado*, and *furioso*.

Supplies  
- Jardín de palabras  
- Caritas de sentimientos 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 Caritas de sentimientos 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 *llama y responde* 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 *llama y responde*.
Llama y responde:

Uno, dos, tres
[Children repeat: Uno, dos, tres]

Tres palabras para feliz sé.
[Children repeat: Tres palabras para feliz sé.]

Contento
[Children repeat: Contento]

Feliz
[Children repeat: Feliz]

Alegre
[Children repeat: Alegre]

Uno más uno son dos.
[Children repeat: Uno más uno son dos.]

Dos palabras para triste sé yo.
[Children repeat: Dos palabras para triste sé yo.]

Decepcionado
[Children repeat: Decepcionado]

Triste
[Children repeat: Triste]

Uno, dos, tres
[Children repeat: Uno, dos, tres]

Tres palabras para enojado sé.
[Children repeat: Tres palabras para enojado sé.]

Frustrado
[Children repeat: Frustrado]

Enojado
[Children repeat: Enojado]

Furioso
[Children repeat: Furioso]
Day Two:
Explore (Explora) [20 minutes]

Pick a Card, Any Card
(Escoge una tarjeta, cualquier tarjeta)
Children will review feeling words.

Goal
• Review feeling words.

Supplies
• Jardín de palabras

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

Activity
1. Explain, “Sembramos muchas palabras en nuestro Jardín de palabras y hoy vamos a recordar las palabras que nos dicen los que sentimos.”
2. One by one, invite children to close their eyes, walk up to the Jardín de palabras, 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 Jardín de palabras until the game is over.
Day Three:
Problem Solving (Resolver problemas)
[15 minutes]

Did It Work? (¿Funcionó?)
Children will read a book featuring a problem and talk about how that problem was solved.

Goals

- Review the *Respira, piensa, actúa* problem solving strategy.
- Review the different parts of the strategy: “¿Cuál es el problema? ¿Cuál es el plan?”, “Buscar ayuda”; and “Inténtalo una y otra vez.”

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, “¿Cuál es el problema?” 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, “¿Cuál es el 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, “¿Qué hacemos cuando tenemos un problema? ¡Respira, piensa, actúa! Respiremos lento y profundo hacia dentro por la nariz y hace afuera por la boca.” Count out the breaths so each child takes three.

4. The next time you encounter a problem in the story, ask, “¿Cuál es el problema?” Encourage children to name the problem from the story and how the problem made the character in the story feel. Point to the *Jardín de palabras* to help children find the right word to describe the character’s feelings. Then ask, “¿Cuál fue el plan del cuento?” Have children name the plan and finish acting out the story.
5. Once you have finished, ask, “¿Qué otros planes hubiésemos intentado para resolver el problema? ¿Hubiésemos pedido ayuda de alguien más? ¿Hubiésemos intentado una y otra vez?” Have children act out different ways to solve the problem from the story.
Day Four: Watch and Play (Ver y jugar) [15 minutes]

Not Yet (Todavía no)
Children will watch a video that demonstrates the “Intenta una y otra vez” strategy.

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 “Canción ‘Elmo no se rinde’ (Canción Todavía)” on YouTube at http://bit.ly/luDPOv

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, “Una de las cosas más importantes que podemos hacer cuando nos sentimos frustrados por un problema es intentar una y otra vez. ¡Eso es ser persistente! Escuchen esta canción acerca de las cosas que no podemos hacer todavía pero podemos aprender a hacer si seguimos intentando.”

2. Watch the video all the way through. When it is finished, ask, “¿Cuál es la palabra que debemos recordar cuando no podemos hacer algo?” Encourage children to answer, “Todavía.” Say, “Si no pueden hacer algo, no quiere decir que ustedes nunca aprenderán a hacerlo. Solo quiere decir que todavía no lo pueden hacer.”

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

I know My Feelings (Sé lo que siento)
Children will review the words of the week and the week’s key concepts as they share their feelings.

Goal
• Know the words contento, feliz, alegre, triste, decepcionado, enojado, frustrado, and furioso.

Supplies
• Caritas de sentimientos Printable

Setup
None

Activity
1. As children arrive for the day and as they go home, have each child come up to the Caritas de sentimientos Printable and point to the feeling face that shows how he is feeling. Ask, “¿A cuál sentimiento estás señalando? ¿Por qué te sentiste [insert feeling]?“

2. Throughout the day, review this week’s llama y responde together two times.
Week 12
Let’s Celebrate! (¡Celebremos!)

Celebrate Our Learning!
(¡Celebremos lo que aprendemos!): This week, children will celebrate all the things they’ve learned about feelings and problem solving.

Los niños van a:
- Repasar las palabras para feliz que aprendieron con el libro “Soy feliz”.
- Celebrar lo mucho que aprendieron con certificados.
Day One:
Word Garden (Jardín de palabras)
[15 minutes]

Call-and-Response (Llama y responde)
Children will celebrate learning as they chant and move.

Goals
- Review the words: **contento, feliz, and alegre**.
- Celebrate all of the learning that has occurred over the past 11 weeks.

Supplies
- Jardín de palabras
- 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 **llama y responde** to remember the **felices** words.
2. Now lead children in the **llama y responde**. Have children repeat the words and poses after you. Repeat the **llama y responde** three times. Hold up the larger pictures of the word poses for children to see as they do the **llama y responde**.
Llama y responde:

**Uno, dos, tres**  
[Children repeat: **Uno, dos, tres**]

**Tres palabras para feliz sé.**  
[Children repeat: **Tres palabras para feliz sé.**]

**Contenido**  
[Children repeat: **Contento**]

**Feliz**  
[Children repeat: **Feliz**]

**Alegre**  
[Children repeat: **Alegre**]
Day Two:
Explore (Explora) [20 minutes]

Pick a Card, Any Card
(Escoge una tarjeta, cualquier tarjeta)
Children will review feeling words.

Goal
• Review the feliz feeling words.

Supplies
• Jardín de palabras

Setup
Gather children and have them sit in a circle.

Activity
1. Explain, "Sembramos muchas palabras en nuestro Jardín de palabras y hoy vamos a recordar las palabras que nos dicen lo que sentimos."
2. One by one, invite children to close their eyes, walk up to the Jardín de palabras, and pick one of the felices 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 felices words. After a word has been chosen and reviewed, it can be left out of the Jardín de palabras until the game is over.
Day Three:
Celebrate (Celebramos) [15 minutes]

I Feel Happy (Me siento feliz)
Children will create a class book about times they felt feliz.

Goals
• Review felices 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 contento, feliz, or alegre.

Activity
1. Say, “Me siento muy feliz por todo lo que aprendimos juntos. ¡Me siento alegre!” Mention some moments at school that have made you feel contento, feliz, or alegre. You might say, “Me siento contento cuando trabajamos juntos para hacer el mural de las personas que nos quieren y nos ayudan,” or “Me siento feliz cuando intentamos una y otra vez para resolver [insert problem].”

2. Share something that has happened at school that has made you feel contento, feliz, or alegre. Encourage children to mention their own examples.

3. Say, “Vamos a hacer un dibujo de algo que pasó en la escuela que nos hizo sentir contento, feliz o alegre y luego pondremos nuestras hojas juntas para hacer un libro feliz.”

4. Encourage children to draw a picture of a time they have recently felt feliz at school. As children work, go around the room and ask, “¿Cuando se sintieron contento, feliz o alegre?” and “¿Qué está pasando en tu dibujo?” 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 (Ver y jugar) [15 minutes]

**Anthem (Canción)**
Children will watch a 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 “Todos somos” Anthem found at [http://bit.ly/ljr6mCl](http://bit.ly/ljr6mCl)

**Setup**
Prepare the “Todos somos” 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, “Es hora de celebrar lo especial que somos. ¡Podemos hacer muchas cosas! Somos buenos resolviendo problemas, intentando una y otra vez y ayudándonos el uno al otro.”
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 (¡Exprésate!) [10 Minutes]

I Just Keep Getting Stronger
(Sigo haciendome más fuerte)
Children will recognize that they are growing stronger every day.

Goal
- Review key concepts.

Supplies
- Certificado ¡Lo puedo hacer! Printable (one per child)
- Crayons and markers
- Computer or interactive whiteboard for viewing the Week 12, Day 5 “Todos somos” Anthem found at http://bit.ly/1bkCHqX

Setup
Print out one Certificado ¡Lo puedo hacer! Printable per child, and distribute crayons and markers to decorate. Prepare the “Todos somos” Anthem to be played at the end of the day.

Activity
1. Explain, “¡Hay muchas cosas que pueden hacer! Pueden resolver problemas; nombrar sus sentimientos; pueden ¡Respirar, pensar, actuar!”

2. Gather children in a circle and do this week’s llama y responde two times.

Llama y responde:

**Sin importar lo que es.**
[Children repeat: Sin importar lo que es.]

**Lo puedo hacer.**
[Children repeat: Lo puedo hacer.]

**Cualquier problema puedo resolver.**
[Children repeat: Cualquier problema puedo resolver.]

**Si lo mejor de mí puedo dar.**
[Children repeat: Si lo mejor de mí puedo dar.]
Puedo respirar, pensar y actuar.
[Children repeat: Puedo respirar, pensar y actuar.]
También mis sentimientos nombrar.
[Children repeat: También mis sentimientos nombrar.]
Una y otra vez intentar.
[Children repeat: Una y otra vez intentar.]
iHurra! Yo soy especial.
[Children repeat: iHurra! Yo soy especial.]

3. Give each child an Certificado ¡Lo puedo hacer! Printable as you mention something that child can do. For example, you might say, “Emma, puedes resolver problemas. Ayer respiraste profundo tres veces cuando te sentiste frustrada cuando no pudiste atar tus zapatos.”

4. Invite children to color in their certificates.

5. Before you go for the day, hold your certificates up as you say the llama y responde one more time, and play the “Todos somos” Anthem.