Educator Activity Guide
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Welcome to the Little Children, Big Challenges Educator Activity Guide! Everyday challenges are a part of life and happen all the time. When you give children the tools to navigate the little and big obstacles that come their way, you help them to learn and to grow in school and in life.

You already play such an important role in developing strong children. Your caring and supportive learning environment helps children feel confident and build resilience. Resilience is the ability to cope with and overcome challenges. With your encouragement, children are better able to cope with difficult feelings and solve problems. As children practice understanding their feelings and develop skills to solve problems, they build important resilience skills that will help them each day.

Sesame Street has created this guide to help you further develop resilience skills in the children you teach.
Over the next 12 weeks, you will have the chance to help children build skills to overcome challenges both inside and outside of the classroom.

Children will learn to
- Label, express, and manage feelings;
- Understand the feelings of others;
- Calm down when they are frustrated or have a problem;
- Identify a problem and come up with ways to solve it;
- Ask for help from caring adults.

These activities are designed to build on what you are already doing in your classroom to teach feelings and problem solving. All of the activities are easy to do with very little setup and materials, and each activity can be adapted for your students and to your specific setting or class size. Each activity takes 10 to 20 minutes to complete, and each section uses a repeating structure so that you and your children can practice the ideas and strategies being taught.
Section 1: Exploring Feelings (Weeks 1-5)

Day 1 of each week: Word Garden — Children will learn the key messages and words of the week through a movement and a call-and-response chant that they will do three times.

Day 2 of each week: Explore — Children will engage in hands-on art activities, games, and stories that explore feelings.

Day 3 of each week: Routines — Words of the week will be reinforced through activities that are tied to your everyday routines.

Day 4 of each week: Watch and Play — Children will watch and interact with a fun Sesame Street video found on YouTube at http://bit.ly/ljGOZuB. Children will practice identifying the feelings of their favorite Sesame Street friends.

Day 5 of each week: Show It — Children will review the call-and-response chant two times, and practice sharing their feelings throughout the day.

Section 2: Problem Solving (Weeks 6-10)

Day 1 of each week: Word Garden — Children will learn the key messages and words of the week through a movement and a call-and-response chant that they will do three times.

Day 2 of each week: Explore — Children will be introduced to a problem that a Sesame Street friend is having. They will talk about the problem and begin to brainstorm ways to solve it.

Day 3 of each week: Problem Solving — Children will engage in a hands-on activity that will help them further explore problem solving strategies.

Day 4 of each week: Watch and Play — Children will watch and interact with a fun Sesame Street video, found on YouTube at http://bit.ly/ljGOZuB that tells the same story that was discussed on Day 2. Children will get to see the plan that the Sesame Street character used to solve the problem.

Day 5 of each week: Show It — Children will review the call-and-response chant two times, and you will be provided with tips for how to incorporate the week’s learning goals into your everyday classroom routines.
Section 3: Celebrating What We’ve Learned (Weeks 11-12)

In the final two weeks, children will be given a chance to review and celebrate all that they have learned!
SECTION 1

Exploring Feelings
Feelings come in all shapes and sizes, and for young children they can be new and overwhelming. Over the next five weeks, you’ll help children to discover the feelings they have inside.

Children will
- Learn feeling words;
- Learn to recognize feelings when they arise;
- Explore ways to express, cope with, and manage feelings;
- Identify feelings in others.

Tips
- Assure children that all feelings are OK. Before you begin, let children know that everyone has feelings (even you!), and that it is completely natural to feel lots of feelings; it’s even natural to feel lots of feelings all at the same time. Let children know that your classroom is a safe place to talk about their feelings.
- Before you begin, find out the feeling words that children already know. Take some time to discuss different words that can be used to describe or “tell” how someone feels.
- One of the ways that children learn about feelings is through physical cues. As you explore feelings with children, feel free to be expressive. If you are talking about a happy feeling, give a big, bright smile. If you are talking about a sad feeling, give a frown, hang your head, and speak in a sad tone. The more you “show” how you feel, the more children will understand how you feel.
- It will help to notice how children in your class are feeling, identify and name the feeling, and point out children’s physical cues so that they become aware of them.
- You can adapt the chants for each week as necessary, and even chant or sing them to the tune of a favorite song or nursery rhyme.
Week 1
I Feel Happy

Explore feelings: This week children will learn to express and label happy feelings.

Children will
• Learn words to describe happy feelings;
• Recognize moments when they feel happy.

Words of the Week

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Pose</th>
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<tbody>
<tr>
<td>Happy</td>
<td>Happy means you feel good about something.</td>
<td>Give a big smile.</td>
</tr>
<tr>
<td>Thrilled</td>
<td>Thrilled means you feel really happy.</td>
<td>Give a big smile, and raise your hands above your head.</td>
</tr>
<tr>
<td>Ecstatic</td>
<td>Ecstatic means you feel SUPER happy.</td>
<td>Give a big smile, raise your hands above your head, and jump.</td>
</tr>
</tbody>
</table>
Day One:  
Word Garden [15 minutes]

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

Goal  
- Learn the words happy, thrilled, and ecstatic.

Supplies  
- Word Cards Printable  
- Safety scissors  
- Hook-and-loop tape  
- Books that address the featured feelings (optional)  
- Camera (optional)

Setup  
Before you begin, cut out the word cards for happy, thrilled, and ecstatic, and create a space in your classroom for your permanent Word Garden. Think of a few examples of times that you’ve felt happy, thrilled, and ecstatic, and be prepared to share these examples with children. 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 are going to plant a “garden” full of words. Show children the area where you’ll be “planting” your Word Garden. Explain that you are going to start by planting words about feelings. Today you are going to plant happy words. Show each word flower, and share its definition and pose.

2. Give examples of times that you’ve felt happy, thrilled, and ecstatic. Then ask, “When is a time that something good happened and you felt happy? When is a time that something great happened and you were really happy—you felt thrilled? When is a time that you were so SUPER happy that you felt ecstatic?”

3. Choose children to go up to the Word Garden and “plant” the words of the week. (Use hook-and-loop tape to put them up.)
4. Now lead children in the call-and-response. Encourage children to repeat the words and do the poses after you. Repeat the call-and-response three times. If possible, take a picture of children doing each pose, and display each picture next to the corresponding word card in your Word Garden. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

**Call-and-Response:**

I feel good about something, yay!
[Children repeat: I feel good about something, yay!]
I feel happy today.
[Children repeat: I feel happy today.]
I feel really happy, yay!
[Children repeat: I feel really happy, yay!]
That means I feel thrilled today.
[Children repeat: That means I feel thrilled today.]
I feel super happy, yay!
[Children repeat: I feel super happy, yay!]
That means I feel ecstatic today.
[Children repeat: That means I feel ecstatic today.]
Day Two: Explore [20 minutes]

Share the Happy Feelings
Children will investigate happy feelings with an art activity.

Goals
- Review the words happy, thrilled, and ecstatic.
- Learn to notice and express happy feelings.

Supplies
- A shoebox or bag
- Images showing happy feelings from the Internet, magazines, or newspapers
- Large index cards or pieces of standard white paper cut in half (one per child)
- Crayons and markers

Setup
Decorate a shoebox or bag with happy images. Try to find images on the Internet, in magazines, or in newspapers that show a clear difference between levels of happiness. For instance, a happy image might show someone smiling, and an ecstatic image might show someone jumping for joy. If you can, try to find images that mirror the poses on the Word Garden cards. Write the word happy on the lid and sides of the box or bag.

Activity
1. Share the definition and pose for the word happy. Ask children, “What word am I thinking of?” If children do not know, tell them the word and repeat its definition and pose. Now choose a child to go to the Word Garden and pick the word happy. Repeat this for thrilled and ecstatic. Review the happy call-and-response together two times.
2. Show children the happy box and explain, “In this box we are going to put pictures of times that we felt happy. After we’ve finished, we’ll be able to look into this box and it will remind us of happy feelings.”
3. Give children blank slips of paper or index cards and ask them to draw times they felt happy feelings like happy, thrilled, or ecstatic. Give the following Sesame Street example. You can say, “I want to tell you a story
about Elmo. One day a new friend came to Sesame Street. Her name was Zoe. Elmo felt **happy** when he first met Zoe. He knew they would be great friends. One day, Elmo felt **thrilled** when Zoe asked Elmo if he wanted to have a playdate. Then, when they were having their playdate, Elmo and Zoe went to the zoo. Elmo felt **ecstatic** when they got to see a baby panda.”

4. As children work, go around the room and talk to them about their drawings. Ask children to describe how they were feeling in the pictures. To help children name the feelings, you can ask questions like, “How did it make you feel? **Happy**? **Thrilled**, which means really **happy**? Or **ecstatic**, which means SUPER **happy**?” Under each child’s drawing, write one sentence that describes what is happening in the picture. If the child draws her baby brother, the teacher may, for example, write, “Jenna’s baby brother was born.” On the other side of the card, write one sentence that tells how the event made the child feel based on your conversation with the child. For example, “Jenna felt **ecstatic**!”

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Young children are just learning to express themselves through drawings. It’s OK if their drawings are scribbles. Even their scribbles have meaning and should be encouraged. If a child does not want to draw, provide a magazine or newspaper and ask the child to tear out a picture.
Day Three:
Routines [15 minutes]

Pass the Happy Words
Children will review happy words with a circle time game.

Goals
- Review the different words for happy.
- Learn about the feelings of others.

Supplies
- Happy box or bag

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

Activity
1. During circle time, review the happy call-and-response two times.
2. Now choose a card from the happy box, show the picture, and invite the child whose card it is to come up and stand by you as you share the card. Read the description, and then reveal the feeling. “Jenna’s baby brother was born. Jenna felt happy.” Ask children, “Have you ever felt happy? When did you feel happy?”
3. Now have children stand up and “pass” the word happy. Begin by saying the word happy as you do the pose for it. Now the person next to you should say the word and do the pose, then the person next to him should say the word and do the pose. Continue until each child in the circle has said the word and done the pose. Now choose a card that describes a thrilled moment, and repeat the process. Do the same for the word ecstatic.

Children will be better able to navigate feelings when they can recognize the feelings of others. Talk about what people look like when they are happy. Ask, “What do their faces look like? What do they act like? What do they sound like?”
Day Four: Watch and Play [20 minutes]

Elmo and Cookie Monster Share
Children will identify feelings with a Sesame Street video.

Goals
- Learn and review happy words.
- Use words to describe feelings.
- Identify the feelings of others.

Supplies
- Computer or interactive whiteboard for viewing the Week 1, Day 4, segment, “Sharing Cookies” on YouTube at http://bit.ly/1aRX7qX
- Piece of paper with the word happy written on it
- Piece of paper with the word ecstatic written on it
- Hook-and-loop tape

Setup
Create two spaces on different ends of your room: one for children to locate and move to that you will label happy, and one that you will label ecstatic. Prepare the video so it is ready to be played.

Activity
1. Review the happy call-and-response two times.
2. Gather children into a half circle so they can all see the screen.
3. Say, “We are going to watch a video where Elmo and Cookie Monster have some happy feelings.”
4. Watch the video once through without stopping. Say, “Now let’s watch the video again, and talk about how the characters are feeling.”
5. Play the video again without stopping. At the end ask, “What made Cookie Monster feel happy? What made Elmo feel happy?” Ask, “Does sharing make you feel happy, too? Does sharing ever make you feel ecstatic? What are the feelings you have when you share?”
6. At one end of the room post the word happy, and at the other end of the room post the word ecstatic. Explain, “I’m going to tell you about
something that happened to Cookie Monster and Elmo. If you think they are feeling **happy**, walk quickly and quietly to the **happy** wall. If you think they are feeling **ecstatic**, walk quickly and quietly to the **ecstatic** wall.” Demonstrate walking to the different locations. Say, “Different people feel different things. It’s OK if some of you feel **happy**, but others feel **ecstatic**.”

7. Now share the following scenarios, and encourage children to go to the location that reveals how Cookie Monster and Elmo are feeling. You can say,

   “First, Cookie Monster and Elmo got to spend time together at Hooper’s Store.
   
   Then, Cookie Monster and Elmo shared a delicious cookie.
   
   Last, Cookie Monster and Elmo ate the cookie, and it was the very best cookie they ever had.”

After each example, ask, “Are they feeling **happy** or **ecstatic**? How would you feel?”

8. Continue providing examples. Ask children to add their own examples too.
Day Five: Show It [10 minutes]

What's the Feeling?
Children will celebrate the words of the week by noticing feelings.

Goal
- Know the words happy, thrilled, and ecstatic.

Supplies
- Feeling Faces Printable

Setup
None

Activity
1. Begin your day by doing this week’s call-and-response two times.
2. As you go about your daily class routines, look for moments when children are displaying happy feelings. Look for facial expressions and other physical cues. Then, share what you see. For example, “Henry, you look thrilled that you got the chance to try the car puzzle.” Point to the word thrilled on the Feeling Faces Printable. You might say, “Do you know how I knew you might feel thrilled? You were making this expression with your face.” Give a big smile, just as you did in the pose for the word thrilled.
3. Have that child share the definition and pose for the word you just used (in this case, thrilled).
4. Continue noticing and sharing this week’s feelings throughout the day.
Week 2
I Feel Sad

Explore feelings: This week, children will learn to express and label sad feelings.

Children will
• Learn words to describe sad feelings;
• Recognize moments when they feel sad;
• Explore some ways to manage sad feelings.

Words of the Week

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Pose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>Sad means you do not feel happy.</td>
<td>Give a frown.</td>
</tr>
<tr>
<td>Disappointed</td>
<td>Disappointed means you feel sad that something did not work out.</td>
<td>Give a frown, and hang your head.</td>
</tr>
<tr>
<td>Miserable</td>
<td>Miserable means you feel SUPER sad.</td>
<td>Give a frown, hang your head, and fold your arms.</td>
</tr>
</tbody>
</table>
Day One:
Word Garden [15 minutes]

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

Goals
• Learn the words sad, disappointed, and miserable.
• Explore ways to manage feelings.

Supplies
• Word Cards Printable
• Safety scissors
• Hook-and-loop tape
• Books that address featured feelings (optional)
• Camera (optional)

Setup
Before you begin, cut out the word cards for sad, disappointed, and miserable. Think of a few examples of times you’ve felt sad, disappointed, and miserable, and be prepared to share these examples with children. You may want to gather books that address these 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 today you are going to plant sad words in your Word Garden. Show each word flower, and share its definition and pose.
2. Give lots of examples of times that you’ve felt sad, disappointed, and miserable. Then ask, “When is a time something made you feel sad (a time when you did not feel happy)? When is a time that something didn’t work out the way you wanted it to, and you felt disappointed? When is a time you were so SUPER sad that you felt miserable?” Then ask, “What helped you feel better?” If children are having a hard time coming up with examples, provide a few, such as, “I felt disappointed when I was supposed to go to the park, but I couldn’t because there were thunderstorms!” or “I felt miserable when I was sick with the flu all weekend.”
3. Choose children to go up to the Word Garden and “plant” the words of the week. (Use hook-and-loop tape to put them up.)

4. Now lead children in the call-and-response. Have children repeat the words and do the poses after you. Repeat the call-and-response three times. If possible, take a picture of children doing each pose, and display each picture next to the corresponding word card in your Word Garden. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

I don’t feel happy. Boo hoo.
[Children repeat: I don’t feel happy. Boo hoo.]
I feel sad, let me tell you.
[Children repeat: I feel sad, let me tell you.]
Something didn’t work out. Boo hoo.
[Children repeat: Something didn’t work out. Boo hoo.]
I feel disappointed, let me tell you.
[Children repeat: I feel disappointed, let me tell you.]
Something made me feel super sad. Boo hoo.
[Children repeat: Something made me feel super sad. Boo hoo.]
I feel miserable, let me tell you.
[Children repeat: I feel miserable, let me tell you.]
Day Two: Explore [20 minutes]

Share the Sad Feelings
Children will investigate sad feelings with an art activity.

Goals
- Review the words sad, disappointed, and miserable.
- Learn to notice and express sad feelings.

Supplies
- A shoebox or bag
- Images showing sad feelings from the Internet, magazines, or newspapers
- Large index cards or pieces of standard white paper cut in half (one per child)
- Crayons and markers

Setup
Decorate a shoebox or bag with sad images. Try to find images online, in magazines, or in newspapers, that show a clear difference between levels of sadness. For instance, a sad image might show someone frowning, and a disappointed image might show someone frowning and hanging her head. Try to find a few pictures that mirror the poses on the Word Garden cards. Write the word sad on the lid and sides of the box or bag.

Activity
1. Share the definition and pose for the word sad. Ask children, “What word am I thinking of?” If children do not know, tell them the word and repeat its definition and pose. Now choose a child to go to the Word Garden and pick the word sad. Repeat this for the words disappointed and miserable.

2. Show children the sad box and explain, “In this box, we are going to put pictures of times that we felt sad, or of things that made us feel sad. After we’ve finished, we will be able to look into this box and it will remind us of sad feelings.”

3. Review the sad call-and-response together two times.
4. Give children blank slips of paper or index cards and ask them to draw times they felt a **sad** feeling like **sad, disappointed, or miserable.** Give the following Sesame Street example. You can say, “I’m going to tell you a story about my friend, Rosita. One day, Rosita went to the ice cream store. She felt **sad** because they were out of her favorite flavor. Rosita ordered a different flavor. But uh oh! She felt **disappointed** when her ice cream fell on the floor! Then, Rosita felt **miserable,** because she slipped on the ice cream and hurt her leg!”

5. As children work, go around the room and talk to them about their drawings. Ask children to describe the way they were feeling in the drawings. To help children name the feelings, you can ask questions like, “How did it make you feel? **Sad, Disappointed,** which means you’re **sad** something didn’t work out? Or **miserable,** which means you feel SUPER **sad**?” You might also ask, “What helped you to feel better?”

6. Under each child’s drawing, write one sentence that describes what is happening in the picture. For example, “Elliot got the flu on his birthday.” On the other side of the card, write one sentence that tells how the event made the child feel. For example, “Elliot felt **miserable.**”
Day Three:
Routines [15 minutes]

Pass the Sad Words
Children will review sad words with a circle time game.

Goals
- Review the different words for sad.
- Discuss ways to manage sad feelings.

Supplies
- Sad box or bag

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

Activity
1. During circle time, review the sad call-and-response two times.
2. Now choose a card from the sad box, show the picture, and invite the child whose card it is to come up and stand by you as you share the card. Read the description, and then tell the feeling. “Elliot got the flu on his birthday. Elliot felt miserable.” Ask, “Have you ever felt miserable like Elliot did? What helped you feel better?”
3. Now have children stand up and “pass” the word miserable. Begin by saying the word miserable as you do the pose for it. Now the person next to you should say the word and do the pose, and then the person next to her should say the word and do the pose. Continue until each child in the circle has said the word and done the pose. Now choose a card that describes a disappointed moment, and repeat the process. Do the same for the word sad.
4. Share a strategy for coping with sad feelings. You might say, “Do you know what sometimes helps me feel better when I’m sad? I do a happy dance. Dancing is a great way to show how you feel, and a great way to make you feel better.” Now demonstrate, and encourage children to copy your actions.
5. Encourage children to share what makes them feel better. If they are struggling to answer, make suggestions like, “Take a deep breath, talk to a friend or adult about your feelings, or think of a happy memory.”
Day Four: 
Watch and Play [15 minutes]

Bye for Now
Children will identify feelings with a Sesame Street video.

Goals
- Learn and review sad words.
- Use words to describe feelings.

Supplies
- Computer or interactive whiteboard for viewing the Week 2, Day 4, segment, “Bye Bye for Now” on YouTube at http://bit.ly/1fGGO43
- Piece of paper with the word sad written on it
- Piece of paper with the word miserable written on it
- Hook-and-loop tape

Setup
Create two spaces on different ends of your room: one for children to locate and move to that you will label sad, and one that you will label miserable. Prepare the video so it is ready to be played.

Activity
1. Review the sad call-and-response two times.
2. Gather children into a half circle so they can all see the screen.
3. Say, “We are going to watch a video all about the sad feelings we sometimes have when we say goodbye in the morning.”
4. Watch the video once through without stopping. Say, “Now let’s watch the video again and talk about how the characters are feeling.”
5. Play the video again, all the way through without stopping. Discuss the different feelings that were mentioned, and ask children, “Have you ever felt sad when you had to say goodbye? What helped you to feel better? What are some other things that help you to feel better when you are sad?”
6. At one end of the room post the word sad. At the other end of the room post the word miserable. Explain, “I’m going to tell you about something
that happened to Elmo. If you think Elmo is feeling sad, walk quickly and quietly to the sad wall. If you think Elmo is feeling miserable, walk quickly and quietly to the miserable wall.’ Demonstrate walking to the different locations. Say, “It’s OK for different people to feel different ways. Some of us might think Elmo feels sad; others might think he feels miserable.”

7. Now, share the following scenarios and encourage children to go to the location that tells how Elmo might be feeling. You can say,

“First, Elmo had to say goodbye to his dad.
Then, Elmo missed his dad.
Last, Elmo missed his dad and he had a tummy ache.”

After each example, ask, “Is Elmo feeling sad or miserable? How would you feel?”

8. Continue adding examples. Children can add examples, too.
Day Five:
Show It [10 Minutes]

What’s the Feeling?
Children will celebrate the words of the week with a guessing game.

Goal
- Know the words sad, disappointed, and miserable.

Supplies
- Feeling Faces Printable

Setup
None

Activity
1. Begin your day by doing this week’s call-and-response two times.
2. As you go about your daily class routines, look for moments when children are displaying sad feelings. Then share what you see. For example, “Esther, you look disappointed that you did not get to play outside today because it’s raining.” Point to the word disappointed on the Feeling Faces Printable.
3. Have that child share the definition and pose for the word you just used (in this case, disappointed).
4. Now brainstorm ways to manage the feeling. You might ask, “What’s something that you could do that might help you to feel better?” Remind the child of the ideas you came up with as a class in the lesson from Day 3. For example: Do a happy dance, or take a deep breath.
5. Continue noticing and sharing this week’s feelings throughout the day, and work through managing these feelings together.
Week 3
I Feel Mad

Explore feelings: This week children will learn to express and label *mad* feelings.

Children will
• Learn words to describe *mad* feelings;
• Recognize moments when they feel *mad*.

### Words of the Week

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Pose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mad</td>
<td><em>Mad</em> means you feel angry about something.</td>
<td>Scrunch up your face.</td>
</tr>
<tr>
<td>Frustrated</td>
<td><em>Frustrated</em> is a feeling you get when you try and try to do something, and you just can’t do it.</td>
<td>Scrunch up your face, and clench your fists.</td>
</tr>
<tr>
<td>Furious</td>
<td><em>Furious</em> means you feel SUPER angry.</td>
<td>Scrunch up your face, clench your fists, and stomp your feet.</td>
</tr>
</tbody>
</table>
Day One:  
Word Garden [15 minutes]

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

Goal  
- Learn the words mad, frustrated, and furious.

Supplies  
- Word Cards Printable  
- Safety scissors  
- Hook-and-loop tape  
- Books that address the featured feelings (optional)  
- Camera (optional)

Setup  
Before you begin, cut out the word cards for mad, frustrated, and furious. Think of a few examples of times you’ve felt mad, frustrated, and furious, and be prepared to share these examples with children. 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 today you are going to plant mad words in your Word Garden. Show each word flower, and share its definition and pose.

2. Give examples of times that you felt mad, frustrated, and furious. Then ask, “When is a time something made you angry and you felt mad about it? When is a time that you tried and tried and just couldn’t do something, and you felt frustrated? When is a time that you felt so super angry that you were furious?”

3. Choose children to go up to the Word Garden and “plant” the words of the week. (Use hook-and-loop tape to put them up.)

4. Now lead children in the call-and-response. Have children repeat the words and do the poses after you. Repeat the call-and-response three times. If possible, take a picture of children doing each pose, and display
each picture next to the corresponding word cards in your Word Garden. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

I feel angry. Grrr.
[Children repeat: I feel angry. Grrr.]
I feel mad, for sure.
[Children repeat: I feel mad, for sure.]
I tried, but could not do it. Grrr.
[Children repeat: I tried, but could not do it. Grrr.]
I feel frustrated for sure.
[Children repeat: I feel frustrated for sure.]
I feel super angry. Grrr.
[Children repeat: I feel super angry. Grrr.]
I feel furious for sure.
[Children repeat: I feel furious for sure.]
Day Two: Explore [20 minutes]

Share the Mad Feelings
Children will investigate mad feelings with an art activity.

Goals
• Review the words mad, frustrated, and furious.
• Learn to notice and express mad feelings.
• Discuss ways to manage mad feelings.

Supplies
• A shoebox or bag
• Images showing mad feelings from the Internet, magazines, or newspapers
• Large index cards or pieces of standard white paper cut in half (one per child)
• Crayons and markers

Setup
Decorate a shoebox or a bag with mad images. Try to find images online, in magazines, or in newspapers, that show a clear difference between levels of anger. For instance, a frustrated image might show someone scrunching up her face, and a furious image might show someone scrunching up his face and stomping his feet. Try to find a few pictures that mirror the poses shown on the Word Garden cards. Write the word mad on the lid and sides of your box or bag.

Activity
1. Share the definition and pose for the word mad. Ask children, “What word am I thinking of?” If children do not know, tell them the word and repeat its definition and pose. Now choose a child to go to the Word Garden and pick the word mad. Repeat this for frustrated and furious.
2. Show children the mad box or bag and explain, “In this box we are going to put pictures of times that we felt mad, or of things that make us feel mad. After we’ve finished, we will be able to look into this box and it will remind us of mad feelings.”
3. Review the mad call-and-response together two times.

4. Give children blank slips of paper or index cards, and ask them to draw times when they felt a mad feeling like mad, frustrated, or furious. Give the following Sesame Street example. You can say, “Zoe felt mad because her friend Nelson took one of her blocks. Then, Zoe felt frustrated because she tried and tried to build a block tower and it kept falling down. Still, she kept trying, and finally she did it. She finished her tower. But guess what? Zoe felt so furious when Nelson came and knocked her tower down.” Ask, “What do you think Zoe can do to help herself feel better?”

5. As children work, go around the room and talk to them about their drawings. Ask children to describe how they were feeling in the pictures. To help children name the feelings, you can ask questions like, “How did it make you feel? Mad? Frustrated, which means you’re angry because you tried to do something and just couldn’t do it? Or furious, which means SUPER mad? Ask, “What helped you to feel better?”

6. Under each child’s drawing, write one sentence that describes what is happening in the picture. For example, “Naja could not tie her shoe, no matter how hard she tried.” On the other side of the card, write one sentence that tells how the event made the child feel. For example, “Naja felt frustrated.”

As children draw, mention that drawing can be a great way to share your feelings, and can even help you to feel better when you have big feelings.
Day Three:
Routines [15 minutes]

Pass the Mad Words
Children will review mad words with a circle time game.

Goal
• Review the different words for mad.

Supplies
• Mad box or bag

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

Activity
1. During circle time, review the mad call-and-response two times.
2. Now choose a card from the mad box, show the picture, and invite the child whose card it is to come up and stand by you as you share the card. Read the description, and then tell the feeling. For example, “Naja could not tie her shoe, no matter how hard she tried. Naja felt frustrated.”
3. Now have children stand up and “pass” the word frustrated. Begin by saying the word frustrated as you do the pose for that word. Now the person next to you should say the word and do the pose. Then the person next to him should say the word and do the pose. Continue until each child in the circle has said the word and done the pose. Now choose a card that describes a mad moment, and repeat the process. Do the same for the word furious.
4. Share a strategy for coping with mad feelings. You might say, “Do you know what helps me to feel better when I have mad feelings? I use my words to say how I feel. Or sometimes, I ask for a hug, count to 10, or draw a picture.” Now demonstrate and encourage children to copy your actions.
Day Four:
Watch and Play [15 minutes]

Buttons at Bedtime
Children will identify feelings with a Sesame Street video.

Goals
- Learn and review mad words.
- Use words to describe feelings.

Supplies
- Computer or interactive whiteboard for viewing the Week 3, Day 4, segment, “Elmo Doesn’t Give Up” on YouTube at http://bit.ly/1bSWRoA
- Piece of paper with the word frustrated written on it
- Piece of paper with the word furious written on it
- Hook-and-loop tape

Setup
Create two spaces on different ends of your room: one for children to locate and move to that you will label frustrated, and one that you will label furious. Prepare the video so it is ready to be played.

Activity
1. Review the mad call-and-response two times.
2. Gather children into a half circle so they can all see the screen.
3. Say, “We are going to watch a video where Elmo has some mad feelings.”
4. Watch the video once through without stopping. Say, “Now let’s watch the video again and talk about how the characters are feeling.”
5. Play the video again. Discuss the different feelings that were mentioned. Ask children, “How did Elmo feel when he could not button his pajamas? What helped Elmo feel better? Have you ever felt furious when you could not do something yet? What did you do when you felt that way?”
6. At one end of the room post the word frustrated. At the other end of the room post the word furious. Explain, “I’m going to tell you about something that happened to Elmo. If you think Elmo is feeling
frustrated, walk quickly and quietly to the frustrated wall. If you think Elmo is feeling furious, walk quickly and quietly to the furious wall.” Demonstrate walking to the different locations. Say, “It’s OK for different people to feel different ways. Some of us might think Elmo feels frustrated; others might think he feels furious.”

7. Now share the following scenarios, and encourage children to go to the location that tells how Elmo might be feeling. You can say,

   “First, Elmo was having trouble buttoning his pajamas.
   Then, Elmo tried and tried, but he still could not do it.
   Last, Elmo shouted for his Daddy.”

   After each example, ask, “Is Elmo feeling frustrated or furious?” How would you feel?”

8. Continue adding examples. If children have examples, they should add them, too.
Day Five:  
Show It [10 Minutes]

What’s the Feeling?  
Children will celebrate the words of the week by noticing feelings.

Goal  
• Know the words mad, frustrated, and furious.

Supplies  
• Feeling Faces Printable

Setup  
None

Activity  
1. Begin your day by doing this week’s call-and-response two times.

2. As you go about your daily class routines, look for moments when children are displaying mad feelings. Then share what you see. For example, you might say, “David, you look frustrated that you are having trouble tying your shoe.” Point to the word frustrated on the Feeling Faces Printable.

3. Help that child to share the definition and pose for the word you just used (in this case, frustrated).

4. Now brainstorm ways to manage the feeling. You might ask, “What’s something that you could do that might help you to feel better?” Remind children of the ideas that you came up with as a class in the lesson from Day 3. For example: Ask for a hug, or count to 10.

5. Continue noticing and sharing this week’s feelings throughout the day, and work through managing these feelings together.
Week 4
This is How I Feel

Explore feelings: This week children will review all of the feeling words.

Children will
• Learn words to describe happy, mad, and sad feelings;
• Recognize moments when they feel happy, mad, and sad;
• Begin to recognize some ways to express their feelings;
• Learn strategies for coping with feelings.
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
- A ball
- Books that address the featured feelings (optional)

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

Activity
1. Explain that you have learned so many feeling words over the past few weeks. Ask children, “Can you remember the feeling words that we have learned?” As children recall the words, go to the Word Garden and “pick” those words. Ask children to share each word’s definition and pose.

2. Hold the ball in your hand, and give an example of a time that you felt happy: “I felt happy when my sister gave me a flower.” Now, ask children if they can think of a time that they felt happy. Roll the ball to each child who raises a hand and invite that child to share an example. Repeat this with the sad words and mad words.

3. Then, lead children in the 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.]

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]

Happy Dance
Children will review happy feeling words.

Goal
• Review the following happy words: happy, thrilled, and ecstatic.

Supplies
• Upbeat music (for example, “What We Are” Anthem found at sesamestreet.org/challenges)
• Computer or sound system for playing music

Setup
Get the song ready to be played ahead of time. Create a safe and open space for children to dance.

Activity
1. Explain, “We’ve been growing so many words in our Word Garden. Today we are going to remember our happy words.”
2. Present a happy word from the Word Garden, and ask children to do the pose and recall the definition for that word.
3. Now explain, “I’m going to play some happy music. While the music is playing, we are all going to do a happy dance.” Invite children to give their ideas of what a happy dance could be. Say, “When I stop the music, you are going to freeze. While you are frozen, I’ll call out a happy word, and I want you to do the pose for that word. Then I’ll start the music again, and we’ll continue doing a happy dance.”
4. Turn on the music and begin. Every 10 to 20 seconds, pause the music and call out a happy word so that children can strike the pose for that word.

Mention that dancing is a great way to share your feelings, and can sometimes even help you feel better when you have mad or sad feelings.
Day Three:
Routines [10 minutes]

Who Can Help?
Children will review sad words with a lineup game.

Goal
- Review the sad feeling words.

Supplies
- None

Setup
None

Activity
1. During lineup time, and at other transitions during the day, ask, “What are some of the sad feelings we learned?” If kids have trouble naming the feelings, offer some suggestions. Then ask, “Who are some people who care about us and can help us feel better when we have sad feelings?”

2. Encourage children to name people who can help when sad feelings arise by giving examples of the people in your life who help you when you feel sad.

3. Tell children about a Sesame Street friend who is feeling sad. You can say, “Elmo is feeling sad because he does not have anyone to play with at school. Who can help him feel better?” or “Zoe is feeling sad because her dance teacher is away on vacation. Who can help her feel better?”

4. As each child lines up or transitions to a new activity, have him mention someone who he thinks can help.
Day Four:  
Watch and Play [15 minutes]

New Friends  
Children will identify feelings with a Sesame Street video.

Goals  
- Review feeling words.  
- Recognize the feelings of others.  
- Learn ways to express feelings.

Supplies  
- Computer or interactive whiteboard for viewing the following Week 4, Day 4 segments: the full version of “Elmo Joins In” on YouTube at [http://bit.ly/1blC0zl](http://bit.ly/1blC0zl) and “Elmo Joins In” with pauses on YouTube at [http://bit.ly/1c78jMQ](http://bit.ly/1c78jMQ)  
- Feeling Faces Printable (one per child)

Setup  
Prepare the video so it is ready to be played. Hand out one Feeling Faces Printable to each child.

Activity  
1. Review this week’s call-and-response two times.  
2. Say, “We are going to watch a video all about Elmo making friends.”  
3. Watch the full version of “Elmo Joins In” once through without stopping. Then say, “We’re going to watch again. As we watch, we are going to play a game. I have pictures of all of the feeling words we have learned, and every so often, I’ll pause the video, and I want you to point to the picture that shows how you think Elmo is feeling.”  
4. Act out an example. Say, “My cat tore a hole in my teddy bear.” Then make a mad face. Ask children to point to the picture that they think shows how you are feeling.  
5. Now begin the version of “Elmo Joins In” with pauses. Pause as Elmo is watching the friends play. Say, “Point to the picture [show Feeling Faces Printable] that shows how you think Elmo is feeling when he watches his friends play without him. Have you ever felt [insert feeling]? What
helped you feel better?” Resume the video. Pause when the friends tell Elmo that he can’t play. Say, “Point to the picture that shows how you think Elmo is feeling when his friends say that he can’t play. Have you ever felt [insert feeling]? What helped you feel better?” Resume the video. Pause after Elmo has joined in the fun. Say, “Point to the picture that shows how you think how Elmo is feeling when he’s playing with his friends and having fun. Have you ever felt [insert feeling]?”
Day Five:
Show It [10 Minutes]

This Is How I Feel
Children will practice using feeling words throughout the day.

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 they are feeling. Ask, “What 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 5
I Know My Feelings

Explore feelings: This week, children will celebrate the feeling words they’ve learned.

Children will
• Know words to describe **happy**, **sad**, and **mad** feelings;
• Recognize moments when they feel **happy**, **sad**, and **mad**;
• Recognize some ways to manage and express their feelings.
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
- A ball
- 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. Ask children, “Can you remember the feeling words that we have learned?” As children recall the words, go to the Word Garden and “pick” those words. Ask children to share each word’s definition and pose.

2. Hold the ball in your hand and give an example of a time that you felt happy: “I felt happy when my sister gave me a flower.” Now ask children if they can think of a time that they felt happy. Roll the ball to each child who raises his hand and invite him to share an example. Repeat this with the sad words and mad words.

3. 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.]

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 the feeling words happy, thrilled, ecstatic, sad, disappointed, miserable, mad, frustrated, and furious.

Supplies
• Word Garden

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

Activity
1. Explain, “We’ve been growing so many words in our Word Garden. Today we are going to remember words that tell us about our feelings.”
2. Choose a child to come up to the Word Garden and pick a word. To add extra excitement, you might have children close their eyes as they pick. Read the word aloud and ask children to share its definition and pose.
3. Invite children to share a time they felt this way.
4. 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 and returned once you have finished playing.
Day Three: Routines [10 minutes]

Help a Friend
Children will review feeling words with a snack time game.

Goal
• Review feeling words.

Supplies
• Feeling Faces Printable

Setup
None

Activity
1. As children eat a snack or lunch, bring the Feeling Faces Printable around to each child in the room. Have children close their eyes and point to a feeling face.

2. Now share the feeling with the class. Say, “OK, everyone, the feeling is [miserable].” Ask, “What’s something that might help your friend feel better if they are feeling [miserable]?” Encourage children to demonstrate their strategy.

3. Continue this game at other points throughout the day.
Day Four:  
Watch and Play [15 minutes]

Share It  
Children will identify feelings with a Sesame Street video.

Goals  
- Review all feeling words.  
- Recognize the feelings of others.  
- Learn ways to express feelings.

Supplies  
- Computer or interactive whiteboard for viewing the Week 5, Day 4, segment, “Sharing Cookies” on YouTube at http://bit.ly/1blC6Hd  
- Feelings Faces Printable (one per child)

Setup  
Prepare the video so it is ready to be played. Hand out one Feeling Faces Printable to each child.

Activity  
1. Review this week’s feeling call-and-response two times.
2. Say, “We are going to watch a video where Elmo and Cookie Monster have many different feelings.”
3. Watch the video once through without stopping. Say, “Now let’s watch the video again. As we watch, we are going to play a game. We have pictures of all the feeling words we learned, and every so often, I’ll pause the video, and I want you to point to the picture that shows how you think the character is feeling.”
4. Act out an example. Say, “My brother scribbled on my picture.” Then make a mad face. Ask children to point to the picture that they think shows how you are feeling. Ask, “How did you know I was feeling mad?”
5. Now begin playing the video again. Occasionally, pause and ask children to point to the picture that shows how they think the character is feeling. When you pause, ask them, “How did Cookie share his feelings? How did you know he was feeling [insert feeling]?” Continue playing until the end of the video. Discuss the different feelings that were
mentioned and ask children, “Have you ever felt [insert feeling]? When did you feel [insert feeling]?” and “What did you do when you felt [insert feeling]?”
Day Five:  
Show It [10 Minutes]

I Know My Feelings  
Children will practice using feeling words throughout the day.

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 they are feeling. Ask, “What feeling are you pointing to? Why do you feel [insert feeling]?”

2. Throughout the day, review the feeling call-and-response together twice. Watch the “What We Are” Anthem.