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Kathryn Niznansky

Elizabethtown College, niznanskyk@etown.edu

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Becoming Feelings Detectives: A Curriculum Designed to Build Empathy in Students Diagnosed with High-Incidence Disabilities

Kathryn Niznansky
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Elizabethtown College

Abstract

Research indicates that many students with special needs have greater difficulty mastering social skills than their typically-developing peers (Wiley & Silperstein, 2015). Strong social skills are critical to positive school and life outcomes for students, making social skills deficits even more alarming for children with disabilities (CASEL, 2019). This curriculum aims to foster empathy in students with special needs in kindergarten through grade two by providing direct instruction and practice in social skills. Specific social skills addressed in the curriculum include: naming feelings, greeting others, demonstrating active listening behaviors, and demonstrating sharing behaviors. Through children's books, role playing, and authentic learning opportunities, students learn and practice social skills that lay the foundation for later empathetic behavior. All activities within the curriculum work to support students' generalization of skills, often another area of concern for students with special needs (McIntosh & McKay, 2008). Outcomes are measured through the use of parent and teacher questionnaires, teacher observations, and student self-assessments. Information collected through these assessments can be applied to further social skill instruction and opportunities for skill practice.

Introduction

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has defined Social Emotional Learning (SEL) as the way individuals, “understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (2019). As SEL in schools has gained attention, so have questions about how to develop these skills –especially empathy –in our students. Empathy, or the ability to understand the emotions of others, has been linked to healthier relationships, increased kindness towards others, a decrease in bullying, and is necessary for “compassionate action” (Greater Good Science Center, 2019).

As our understanding of SEL has increased, so has our knowledge of students with high-incidence disabilities. These children represent over half of students receiving special education services – approximately 6% of the general student population—and are more likely than their general education peers to have SEL deficits (Wiley & Silperstein, 2015). While high-incidence disabilities, such as Learning Disabilities (LD) and Emotional Behavioral Disabilities (EBD), are considered “mild,” they impact the ability to build empathy and social skills. The following six-week curriculum focuses on a question at the intersection of SEL and students with disabilities: What can we do to build social skills and empathy in our special education students?

Literature Review

Within SEL, students must develop knowledge, attitudes, and skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2019). Cooperation, self-control, and the ability to read emotional and social cues – all skills

connected to empathy— have been identified as necessary to successful life functioning (Sullivan & Sadeh, 2014; Bauminger, Edelzstein, & Morash, 2005). Generally, strong social-emotional skills improve academic and life outcomes and can be developed through SEL programs at school. When effective programs are utilized, students are more connected and engaged, demonstrating increased academic performance and prosocial behavior, as well as decreased emotional and behavioral concerns (Yang, et al., 2018; CASEL, 2019).

Among students receiving special education services, it is estimated that over half – or approximately 5% of the general student population – have a learning disability (Wiley & Silperstein, 2015). Students with LD are more likely to have trouble mastering SEL skills in comparison to their general education peers. They may experience difficulty reading the emotions of others, identifying complex emotions, and understanding “different social behaviors and their consequences in diverse social tasks” (Bauminger, et al., 2005, p. 45). These challenges can lead to student disengagement and lackluster empathy skills, both associated with an increase in unsafe behavior and negative outcomes (Yang, et al., 2018).

In addition to students with LD, students with Emotional and Behavioral Disabilities (EBD) are also at risk of poor outcomes related to lacking social skills (Sullivan & Sadeh, 2014). Even more than peers with other types of disabilities, students with EBD struggle to identify the feelings of others and take the perspective of those around them – hallmarks of empathy. Without direct, systematic instruction in social skills, students with EBD are likely to face social issues in and out of school, leading to risky behaviors, dropping out, and disengagement (Wiley & Silperstein, 2015; Yang, et al., 2018).

While SEL is important for all students, emphasis in this area is perhaps most important for students with high-incidence disabilities. Within the general student population, 15-22% of students experience SEL deficits requiring intervention (Garner, et al., 2014). In students with disabilities, however, that number jumps to over 75% (Bauminger, et al., 2005; Garner et al., 2014). Given the risks associated with low SEL skills, this finding is troubling, particularly as it relates to students' ability to show empathy and behave in a compassionate way.

Both acquisition and skill deficits can prevent students with disabilities from making expected progress in social skills. Acquisition deficits pertain to learning necessary skills and concepts, while skill deficits pertain to demonstrating taught skills (Wiley & Silperstein, 2015). Students with LD specifically may also struggle with mastering scripts –internal thought processes and self-talk—related to describing their own emotions and processing the emotions of others (Bauminger et al., 2005). This difficulty influences the development of empathy, which is part of the social awareness, and relationship skills necessary for success (CASEL, 2019).

In addition to challenges mastering skills, students with disabilities often have difficulty generalizing skills without ample opportunities for practice (Sullivan & Sadeh, 2014). Peer modeling is frequently used to develop empathy, with the thought that when students see examples of compassion and kindness, they then attempt it themselves. For students with high-incidence disabilities, however, this is not enough. Students with disabilities may misinterpret peer interactions or be unsure of how to use what they see, decreasing the effectiveness of modeling (Elias, 2004).

In contrast to SEL programs focusing more on the emotional and cognitive aspects of social behavior, Social Skills Training (SST) is designed to develop social skills through explicit instruction, structured practice, and consistent feedback (Wiley & Silperstien, 2015). Though SST has shown promise in improving social skills, research on SST programs has yielded inconsistent results in what works and what does not work for students with LD and EBD (Sullivan & Sadeh, 2014).

Considering the importance of SEL and the challenges in finding a, explicit, skills-based program to support exceptional learners, greater research in this area is needed (Sullivan & Sadeh, 2014; Bauminger, et al., 2005). Many SEL programs designed for the general population do not include the specific social skill instruction that benefits students with special needs (Elias, 2004) contributing to SEL deficits in students with disabilities (Wiley & Silperstein, 2015). Future research could be used to develop comprehensive SEL programs for students with disabilities, perhaps combining SST and a school-wide component.

Rationale Statement

The following curriculum aims to increase the demonstration of social and emotional skills for students in kindergarten-2nd grade with high-incidence disabilities, including: learning disabilities, autism spectrum disorder, emotional behavioral disabilities, and mild intellectual disabilities. The program is designed to help develop empathy in young learners by building early social behaviors. Skills such as recognizing emotions, listening to and greeting others, and sharing form the foundation of later empathetic attitudes and behavior (Greater Good Science Center, 2019). Each skill is first introduced, then practiced in isolation, and then attempted in

both role-playing and genuine settings. Elliott and Gresham (2007, as cited in Elliott, Frey, & Davies, 2015) identified “Tell, Show, Do, Practice, Monitor Progress, and Generalize” as the six components critical to successful social skills programs (p. 311), which is reflected in the structure of this curriculum. This gradual release of responsibility aims to support students’ developing independence with curriculum skills and generalization of their learning.

Knowledge, Attitudes, and Skills

The knowledge, attitudes, and skills included in this curriculum are based on the Illinois Social/Emotional Learning Standards (Illinois State Board of Education, 2019). The Illinois standards include “Stages” within each standard which correspond to grade levels. Skills from stages A-C are included in this unit, as stages A-C correspond to grade levels 1-2.

Week 1: Introduction to Emotions

1A. Identify and Manage One’s Emotions and Behavior

Stage A:

Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in “feeling faces” or photographs.

Name the emotions felt by characters in stories

Stage B:

Describe your physical responses to strong emotions.

Demonstrate a range of emotions through facial expressions and body language.

2A: Recognizing the feelings and perspectives of others

Stage A:

Describe how others are feeling based on their facial expressions and gestures.

Stage C:

Role-play the perspectives and feelings of characters from a story.

3B: Apply decision-making skills to deal responsibly with daily academic and social situations

Stage A:

Use “I-statements” in expressing feelings.

Knowledge: Name feelings

Attitudes: Become aware of one's own feelings and those of others

Skills: Identify feelings based on facial expressions and body language
Represent feelings using facial expressions and gestures

Week 2: Verbally Expressing Emotions

1A. Identify and Manage One's Emotions and Behavior

Stage A:

Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in "feeling faces" or photographs.

Name the emotions felt by characters in stories

Describe a time you felt the same way a story character felt.

Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.

Stage B:

Describe your physical responses to strong emotions.

Demonstrate a range of emotions through facial expressions and body language.

2A: Recognizing the feelings and perspectives of others

Stage A:

Describe how others are feeling based on their facial expressions and gestures.

Stage C:

Role-play the perspectives and feelings of characters from a story.

Knowledge: Name feelings

Attitudes: Become aware of one's own feelings and those of others

Skills: Identify feelings based on facial expressions and body language
Use "I feel ____" to express one's own emotions

Week 3: Active Listening

2A: Recognize the Feelings and Perspectives of Others

Stage B:

Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions).

Stage C:

Paraphrase what someone has said.

2C: Use Communication and Social Skills to Interact Effectively with Others

Stage A:

Pay attention when someone else is speaking

Knowledge: Gain understanding of active listening

Attitudes: Listening to others is important because it shows caring and makes the other person feel heard and respected.

Skills: Demonstrate active listening (face speaker, maintain attention to speaker, etc.)

Week 4: Greetings

2C: Use Communication and Social Skills to Interact Effectively with Others

Stage B:

Greet Others by Name

Make and Respond Appropriately to Introductions

Knowledge: Specific words/phrases to use when greeting someone (Good morning, etc.).

Attitudes: Greeting others is a positive way to interact with others and makes them feel good.

Skills: Use names when greeting others; greet others when appropriate

Week 5: Helping Others

1B: Recognize Personal Qualities and External Supports

Stage A:

Identify the people who can give you the help you need.
Describe situations in which you feel you need help.

3A: Consider Ethical, Safety, and societal factors in making decisions

Stage A:

Draw pictures of ways to help others.

Knowledge: What are ways we can help others? When do we need help?

Attitudes: Helping others is positive, and makes both the giver and receiver feel good.

Skills: Demonstrate knowledge of ways to help other people (verbally or through drawing)

Week 6: Empathy and Sharing

2A: Recognize the Perspectives and Feelings of Others

Stage A:

Explain how sharing with and supporting others may make them feel

2B: Recognize Individual and Group Similarities and Differences

Stage A:

Demonstrate how students help each other (e.g., sharing, not interrupting).
Demonstrate honesty and fairness while working or playing with others.

Knowledge: Vocabulary to offer an item for sharing; vocabulary to request an item

Attitudes: Sharing is a kind gesture appreciated by others

Skills: Use appropriate vocabulary to ask for or offer items to others

Six-Week Curriculum

Week 0: Prior to Lesson Implementation

Prior to beginning curriculum lessons, pre-assessments should be administered to gain baseline data about student knowledge, attitudes, and skills pertaining to empathy and social skills. A questionnaire, administered to parents and teachers, gathers information about student performance of social skills in home and classroom settings. Students participate in a pre-assessment asking basic questions about knowledge of feelings and positive social interactions. This information should be used as baseline data, informing further instruction and possible opportunities for student growth.

Week 1: Introduction to Feelings

The ability to identify emotions in one's self and others is the foundation of empathy, and must be present for empathy to be developed (Borba, 2018). In order to have compassion towards others, students must first understand and distinguish different emotions. The first week of this curriculum focuses on an introduction to emotions, including their names and corresponding non-verbal reactions. Students will have an opportunity to observe non-verbal characteristics of feelings through fictional literature, photographs, and role-playing opportunities.

As described by Wiley & Silperstein, students with special needs require social skills programming featuring explicit instruction and explicit practice (2015). Week 1 of this curriculum introduces feelings explicitly, requiring to students name different feelings and match the facial characteristics related to each feeling to the name. Structured practice comes

in the form of using role playing activities, charades, and arts integration to provide an opportunity for students to demonstrate their understanding of different emotions.

Informal assessment is used throughout Week 1 as a means of measuring student gains in their ability to identify different emotions. Dramatic reading comprehension strategies (Kelnor, 2006) serve as an opportunity for the teacher to observe students modeling different emotions with their voices, faces, and bodies, as well as reacting to the emotions of different characters within a text. Observation forms can also be used to keep information about student growth in understanding emotions. A student reflection sheet serves as a more formal assessment of student skill development in Week 1 content.

Week 2: Verbally Expressing Feelings

As students build skills in identifying emotions during Week 1, the focus shifts to verbally expressing emotions in Week 2. Students with disabilities may experience difficulty or delays in appropriately expressing their emotions to others, increasing the need for targeted practice. Difficulties with language may impact student behavior and “can impair social-emotional skill performance” (Adams, 2013, p. 114). Through scaffolded practice, students are introduced to ways to describe their emotions and then practice them throughout the week.

To scaffold describing feelings, students are explicitly introduced to the phrase, “I feel ____.” They hear the phrase, practice it chorally with the whole group, read it in a simple text, say it as they manipulate their puppets, and finally say it as themselves in role-playing situations. Practicing this skill in a variety of contexts may help students to generalize the skill

and become more familiar with verbally sharing and identifying feelings (McIntosh & McKay, 2008).

Week 3: Active Listening

Once students have a firm background in naming and expressing emotions, the focus of the curriculum then shifts to active listening during Week 3. Perspective taking is a hallmark of empathy that cannot fully exist without taking the time to listen carefully to others and consider their feelings (Greater Good Science Center, 2019). In Week 3 of this curriculum, students are introduced to the concept of Active Listening. Lessons include topics around what a listener's body does, what a listener's brain does, and how a person might feel if they are (or are not) actively listened to in a conversation.

Through focus lessons and guided practice, students develop an awareness of physical and mental characteristics of listening. A teacher observation form is included to collect data around student behavioral change (are they yet able to demonstrate active listening behaviors?), while a student assessment sheet measures student knowledge of active listening skills and attitudes.

Week 4: Greeting others

Following the emphasis on emotions and active listening, Week 4 introduces greetings. In this week, students learn appropriate ways to greet others, including using others' names in a greeting. The ability to initiate conversation serves as a critical first step in empathy; strong conversation skills allow students to form positive relationships with others (CASEL, 2019). The

activities in this week target building language and developing awareness of body language while greeting others.

In order to support students' generalization of skills, students explore active listening through fictional literature, the use of puppets, and role playing with their peers. Further practice is included when students leave the classroom at the end of the week to greet adults and children throughout the school building. The use of multiple contexts to practice skills supports students' use of skills in various contexts following the conclusion of the curriculum (McIntosh & MacKay, 2008).

Week 5: Helping Others

Keeping in mind emotions, active listening, and initiating conversation with others, Week 5 seeks to further develop empathy by building skills and dialogue related to helping others. The earliest activities of Week 5 require students to think about times they need help, as well as the people who help them. Through literature, conversation, and role-playing, students build awareness of the importance of helping others, and build skills in how to request and offer help to those around them. By helping students to take notice of the needs of others, students begin to build empathy and seek ways to assist those around them (Greater Good Science Center, 2019).

In addition to developing skills related to helping during this week, knowledge of helpers and helping behaviors are also introduced. Students consider various scenarios, determining if the featured person needs help, what help they may need, and how students participating in

the curriculum could help that person. Teacher observation forms are used to record student responses as they explore how and when to help others.

Week 6: Empathy and Sharing

Week six of the curriculum serves as an encapsulation of the previous weeks, and formally introduces the word “empathy” to the students. As students with special needs often require explicit instruction in social skills (Wiley & Silperstein, 2015), earlier lessons intentionally do not name the broad concept of empathy, but instead focus on building individual skills that encourage students to take notice of – and care about – others. Students have an opportunity to practice their skills through role playing and connecting with other classes during the Week 6.

The culminating project of this curriculum – inviting students from other classes to play in the classroom – not only offers practice in sharing, but also practice of skills in all areas of the previous weeks. When working with other children, students participating in the curriculum can explore reading and understanding feelings, actively listening, and greeting others, as well as attempting sharing and helping behaviors. Utilizing these skills in multiple contexts increases the likelihood that students will generalize their skills, moving from knowing or applying them in only one setting towards incorporating them into their day-to-day behaviors (McIntosh & MacKay, 2008).

Formative and Summative Assessment

As described by Elliott, et al., best practices in assessing social skills rely on the use of more than one informant (2015). In order to most fully understand student progress in the

knowledge, attitudes, and skills related to empathy (through building specific social skills), this curriculum uses parent information, teacher observation, and student self-assessment. This data is collected in both formative and summative capacities to measure student growth and inform further instruction.

Both parent and teacher questionnaires are administered pre- and post-implementation. Each questionnaire asks questions regarding students' ability to demonstrate social behaviors that are desired by the end of the curriculum. While parent and teacher ratings are likely to differ due to the observation of child behaviors in different settings, the information gathered promotes a more complete understanding of students' social skills across settings (Elliott et al., 2015).

Teacher observation forms are completed by the end of each week within the curriculum. Observation forms are designed to document students' abilities in demonstrating the specific social skills focused on each week, particularly in their ability to demonstrate the skills in role-playing and/or genuine settings. While there are spaces for teachers to take notes about student growth in knowledge of curriculum content, the observation forms focus primarily on the skills targeted each week. This information, gathered alongside student assessment data, can be used to identify strengths and needs of students as they progress through the curriculum.

In addition to teacher observation forms, student assessment pages are also administered at the end of each week. These pages ask students to recall information, assessing their knowledge of social skills and empathy concepts. Each assessment is brief and

administered in a paper-pencil format. Students use various means of response, including: multiple choice, generating dialogue, and drawing responses.

Below is a sample assessment schedule to accompany the curriculum. All assessments are included in Appendix B.

Prior to Implementation:

Teacher Questionnaire (*Appendix B*)

Parent Questionnaire (*Appendix B*)

Student Pre-Assessment (*Appendix B*)

Week 1:

Student Observation Form (*Do students demonstrate understanding of feelings?*)

Student Reflection Sheet (*Week 1*)

Week 2:

Student Observation Form (*Are students able to verbally share about feelings?*)

Student Reflection Sheet (*Week 2*)

Week 3:

Student Observation Form (*Are students able to demonstrate active listening behaviors in practice scenarios?*)

Student Reflection Sheet (*Week 3*)

Week 4:

Student Observation Form (*Are students able to greet others appropriately, by name?*)

Student Reflection Sheet (*Week 4*)

Week 5:

Student Observation Form (*Are students able to demonstrate helpful behaviors towards others and identify helpers?*)

Student Reflection Sheet (*Week 5*)

Week 6:

Student Observation Form (*Are students able to demonstrate sharing behaviors with others?*)

Student Reflection Sheet (*Week 6*)

Post-Implementation:

Teacher Questionnaire (*Appendix B*), Parent Questionnaire (*Appendix B*)

Recommendations for Continuation

It is well-documented in literature that students with high-incidence disabilities need frequent and consistent opportunities to practice their skills, especially to generalize them across settings (Wiley & Silperstien, 2015; McIntosh & MacKay, 2008). Concepts from this curriculum can be applied throughout the year across curricular subjects. Teachers can also incorporate these skills by utilizing real-life conflict as “teaching moments” during unstructured time such as recess, or during classroom interactions.

Within the kindergarten through 2nd grade curriculum, social skills can be meaningfully incorporated within language arts, social studies, and structured play activities, as well as practiced during collaborative math and science activities. Through these subjects, specific language around feelings and social-emotional skills can be reinforced and maintained, a critical component of SEL identified by Adams (2013).

In addition to formally reviewing and reinforcing skills through academic content, students with disabilities need opportunities to use their skills in authentic settings to make the connection between what they know and skills (McIntosh & MacKay, 2008). While this curriculum provides initial opportunities for students to use their skills in genuine settings, further work in curriculum content could center around additional participation in authentic activities. Collaborative projects, play-based activities, and in-school interactions among students and teachers could serve as age-appropriate ways for children to further practice their skills learned in this curriculum.

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Appendix A: Lesson Plans

The lesson plans for this six-week curriculum are included in this appendix. All lesson plans follow the LEARN model (Link, Engage and Educate, Active Learning, Reflection, Now and Then), and are based on weeklong themes.

Day 1, Week 1: Introduction to Feelings

Week 1, Day 1

Link: Present “happy” and “sad” pictures from *Feelings Clipart Pictures (Appendix C)*.

-Look at these two pictures. What do you see? Do you have any connections? (*take student responses*)

-Let’s make a web of the feelings words we know. Did you know that every feeling has a name, and that every feeling looks different?

-Review each remaining picture. Ask for student experiences and/or connections; help students relate them to specific feelings. Continue web as students share.

Engage and Educate: Read Aloud

For the next few weeks, we are going to learn to be “Feelings Detectives.” Have any of you heard the word “detective” before? What do they do? (*Take student input/connections*)

- Detectives are people who use **clues** to answer questions and solve problems. Let’s read about a detective! (*During reading, discuss use of clues used by the detective: pictures, feelings, words, etc.*).

Recommended text: *Georgie Giraffe, Detective* by Michelle Dufresne

Active Learning: Guided Picture Sort

-As a detective, Georgie Giraffe always uses clues to get more information. Today, you’ll have a chance to be a detective, too! You will match each feeling word to a picture of the feeling (*model an example*). You can use the pictures as clues to help you match the words and pictures! What do the faces look like?

-Provide each student with a copy of *feelings clipart pictures*. Match the pictures to the “feelings mats” (*Appendix C*).

Reflection: Well done, detectives-in-training! You used clues today to match feelings with words and faces. What clues did you use today? How did you know where the different feeling pictures went? (*pictures, words, personal stories*)

Now and Then: Today we started learning about detectives, and different feelings. Tomorrow we'll practice using clues to tell how we (or somebody else) is feeling.

Optional: Pass out "Detective-in-Training" badges to students

Week 1, Day 2

Link: Yesterday we learned that detectives use clues to answer questions and solve problems. Are you ready to be a detective today? We're going to use clues to be on the lookout for feelings.

Engage and Educate: Read Aloud

In this book (*teacher choice; see Appendix D for recommended texts*), the characters' feelings change. While we are reading, look for a time when the characters are happy or sad.

Active Learning: Feelings Scavenger Hunt

-Detectives, you did a great job using clues to find feelings in our story. Now it's your turn to look for clues in our room! There are feelings pictures hiding in here. When I say "go," everyone will go find (3 – adapt number based on number of students, etc. Pictures located in Appendix C) feelings cards. Once you've found them, bring them back to the carpet.

Group sort: Paste and discuss feelings cards. How is that person feeling? Match it with feelings words on class chart.

Reflection: Great work, detectives! Using our detective skills, we were able to put all of the cards where they belong. What are some feelings we found today? (*Take all student responses. Have students chorally name all feelings on the chart by pointing to feelings in random order*).

Now and Then: You are getting better and better at matching feelings to faces. Tomorrow, we will play a game about feelings!

Week 1, Day 3

Link: Yesterday we read (*book title*) and saw how the characters' feelings changed. Today, we're going to make our feelings detective skills even stronger!

Engage and Educate: Picture Observations

Did you know that you can tell what a person might be feeling without even seeing their face? Another clue we can use is a person's body. We call it body language. Body language means what a person's body – not just their face – is showing us.

-Let's look at some body language pictures. How do you think this person is feeling? What do you notice about their bodies? (*Go through each picture individually; discuss characteristics of each feeling. Have students model each feeling with their bodies as you discuss each picture*).

Active Learning: Charades

Great work, detectives. Next, we will make our own bodies show different feelings. Even if you aren't feeling happy, mad, or sad today, you can still pretend by using body language. This game is called charades. When it's your turn, you'll come and get a piece of paper with a feeling on it. Your job is to give your friends clues so they can guess what the feeling is.

-Prior to lesson, place all practiced feelings on slips of paper into a bag/hat. Call students up to draw out an emotion and act it out. As students take turns, point out their facial expression and body language. Provide assistance to students as needed; supports could include having partners act out feelings for shy children.

Reflection: Our detective skills are getting stronger! Now you can use faces *and* bodies as clues to find out feelings. Can you make your body look... (*have whole group simultaneously demonstrate body language for each feeling you name.*)

Now and Then: Today we learned that our bodies can be a clue to our feelings. Tomorrow, we'll practice using how people's bodies look to help us know their feelings.

Week 1, Day 4

Link: Yesterday, we learned that people's body language can be a clue to their feelings. Today, we're going to play a game to find some feelings.

Engage and Educate: Flyswatter Game (*Use scenario pictures from Appendix C*)

When it's your turn, you will come up to the board with your partner. If I say, "happy," try to be the first one to hit the happy picture with your flyswatter. Each group will get three turns to play. Remember: you'll need to use clues and think about how you know what a person might be feeling.

Game instructions: Students are positioned on opposite sides of the board, where pictures of each feeling are displayed. Each student has a flyswatter, and attempt to be the first to locate the named feeling from the displayed pictures.

Active Learning: Partner Pictures

Wow, you all are detectives! You know a lot about how the different feelings look. People have feelings for lots of different reasons. We will use the pictures from our flyswatter game to talk about why a person might be feeling a certain way.

Separate students into pairs. Give each pair a set of pictures. Students will discuss what they see happening in each picture (i.e. she has a present, he dropped his ice cream, etc.). How does that person seem to be feeling? Why might they feel that way? *Monitor students as they work with their partner.*

Reflection: Gather all students back into a circle. Have each set of students share 1-2 of their pictures. How was that person feeling? What might have happened to make them feel that way? *(Encourage all students to share something; provide scaffolding as needed)*

Now and Then: Today, we started learning about why the characters may be feeling different ways. Tomorrow, you'll have a chance to use more detective skills to find out why different people may be feeling different feelings.

Week 1, Day 5

Link: Our detective skills are getting very strong. Let's start out by looking at this book today. Can you guess how the characters are feeling, even without me reading the words?

Recommended text: Any *Elephant and Piggie* title; Guided reading non-fiction text *A text unfamiliar to students is recommended for this activity.

Engage and Educate: Picture Walk

Review each page of Elephant and Piggie text without reading the words. How might the character be feeling? Can you use detective skills to find out why they might feel that way? *(Accept student responses and explanations)*

Active Learning: Read Aloud

Read text. Stop throughout the book and have children simultaneously act out feelings. *How did Piggie feel when ____? Let's make our bodies look sad, like Piggie's.*

Recommended Teacher Resource: A Dramatic Approach to Reading Comprehension, Lenore Blank Kelnor

Reflection: Wow, detectives. You have done some great work using clues to know what feelings you or someone else may be feeling. Before we finish for the day, you'll have a chance to show what you know! Listen to the questions, and then pick the answer you think is correct.

Administer Student Reflection Sheet (Week 1)

Now and Then: This week, we started learning about different feelings and clues we can use to find out feelings. Next week, we will start talking about feelings. How can we use our words *and* bodies to let people know how we feel?

Optional: Pass out "Level 1" detective badges to students.

Week 2: Feelings, part 2

Week 2 Day 1

Link: Last week we talked about clues we can use to know how other people are feeling. We worked on our detective skills! What are clues we can use? (*faces, bodies, etc.*) Today we're going to learn ways we can tell other people how we are feeling by using our words.

Engage and Educate: Read Aloud

Telling other people how you feel helps them to understand you. It can also let other people know how to help you, like how to make you feel better if you're sad. In this story, we're going to hear how one person shares how they feel.

*Recommended text: *The Feelings Book* by Todd Parr

Active Learning: Book Making

In the story, the characters talked about their feelings. One way we can do that is to say, "I feel _____," just like the characters did in the story. Now we're going to practice saying how we feel. (*Display feelings chart*). How are you feeling today? Stop and think about what feeling you have today. (*Have all students share*).

Next, you'll make a book. In this book, each person is saying how they feel, just like we did. There's one problem, though – the character's faces are missing! You'll have to use your detective skills to look at the characters' body language, then fill in the missing face. After you finish the face, you'll read the bottom of the page. Each page says, "I feel..." (*model reading a page*).

Reflection: Today we learned a way to tell other people how we are feeling. Let's practice saying it together: "I feel _____." Who wants to try the whole sentence and add their feeling? (*Call on volunteers, some or all depending on time and/or group size*).

Now and Then: Tomorrow we'll practice about telling other people how we feel, and learn how to ask how someone else is feeling.

Week 2, Day 2

Link: Yesterday we learned a way to tell other people how we are feeling. Who can remind us what that was? Let's all say how we are feeling today (*go around the circle and share feelings using, "I feel _____."*). Today we're going to learn a way you can use words to ask another person how they are feeling.

Engage and Educate: Making Puppets

Even if you use clues to tell how another person might be feeling, it's still kind to ask someone how they feel. We will be making puppets today. The puppet will be you, as a feelings detective! Your feelings detective puppets will help you practice asking other people how they feel.

-Pass out student feeling detective puppets. Have students color, cut, and attach puppets to popsicle sticks.

Active Learning: Puppet Practice

How can we ask how someone else is feeling? There are two ways we can ask. One way is, "How are you feeling?" The other way is, "Are you okay?" Usually, we only say "Are you okay?" if a person looks angry or sad. If they look happy or excited, we ask, "How are you feeling?" Let's say that together. (*have group practice*).

Now you get to pretend. How is your puppet feeling? You will be working with a buddy to talk about feelings. It will sound something like this: "How are you feeling?" "I feel ____." One puppet will ask the question, and the other puppet will answer.

**Observe and monitor students throughout exercise. Make sentence strips available for students to use as reference.*

Reflection: Today we learned a way to ask someone how they are feeling. Asking someone how they feel is a way to show we care! Who could you ask how they are feeling? (*friends, parent, etc.*). Try to ask at least 1 person how they are feeling today. Let us know what they say!

Now and Then: Today, our detective puppets helped us to learn more about how others are feeling. Tomorrow, we are going to use our own bodies to talk about feelings!

Week 2, Day 3

Link: Yesterday we used our puppets to practice asking how others are feeling. What are two ways we can ask about somebody's feelings? Today we are going to use our own bodies – not just our puppets – to talk about feelings.

Engage and Educate: Finish Books

Remember our feelings books we made? Today we're going to read our books, but add "How are you feeling?" Each of you will get a strip of paper to glue on each page (model gluing the strip on the back of each page. The book will read, "how are you feeling? I feel ____."). Then, you'll read your book! I'll come around and listen to you reading.

Active Learning: Role Playing/Guided Practice

Students will work in partners, but the activity will be conducted whole-group. Tell partner A which emotion to portray. Have other student practice asking, "How are you feeling?" Work through each emotion. **Discuss body language beforehand: if you're showing feelings, how might your bodies look?*

Reflection: We've been talking about how to ask someone how they're feeling. What is one way we can ask about someone else's feelings? ("How are you feeling?").

Now and Then: Tomorrow we'll act out times that we can ask about other people's feelings.

Week 2, Day 4

Link: Yesterday we worked with partners to practice acting out feelings and asking about them. Today, we're going to do more pretending. This will help us get ready to ask other people how they're feeling in "real life"!

Engage and Educate: Read Aloud

Recommended text: *Sparkle Boy* by Leslea Newmann. Read the story aloud, stopping to ask questions about how the characters are feeling. **This story will be used to generate dialogue about feelings in tomorrow's lesson.*

Active Learning: Role Playing

Pull one student at a time. Tell them which emotion to portray. Give a short story (he dropped his ice cream; it's her birthday party today, etc.). Have other student practice asking. Do think through/talk through to start it off.

Reflection: Today, we practiced using words to tell about our feelings. We also heard a story. In the story, though, I noticed that the characters didn't use their words to talk about their feelings. What are some words they could have said? (*seek student responses*). What do you think might have happened if they had used their words?

Now and Then: Tomorrow, we're going to listen to our story again. When we hear it again, you will be using your bodies and voices to become the book characters! We'll also try giving the characters words they could use to share about their feelings.

Week 2, Day 5

Link: We have been using our detective skills to learn about peoples' feelings. We also learned about how to ask other people about their feelings. Today, we're going to think more about feelings.

Engage and Educate: Turn and Talk

Students will work with partners, either teacher- or student-selected

Work with your partner to review the words we've been practicing to share about our feelings. What could you say if you are (angry, sad, happy, etc.). What could you say if you notice that your partner looked (happy, sad, angry, etc.)?

Active Learning: Acting out the story, *Dramatic Approach* style (see Kelnor, 2005)

Yesterday, we heard the story *Sparkle Boy*. The characters had a lot of feelings, but they didn't always use words to talk about them! Today, we'll read the story again. Using your active listening, you'll talk and move like the different characters during the story.

As you read the story, pause at moments when characters display clear feelings. Have students act out the body gestures and expressions of characters. Build some background of the story (*i.e.* "Casey wanted those bracelets so bad, but Jessie said no. What did Casey's face look like when Jessie said no bracelets?"). Use a similar process for generating dialogue ("What did Casey say as Jessie said, "no bracelets?"). Dialogue may be generated as a group and practiced chorally, or individuals may be called on to generate dialogue.

Reflection: This week, you all have been excellent feelings detectives. You have practiced noticing other people's feelings, and using words to talk about feelings. We're going to answer some questions about what you have learned so far. Listen to the questions, and then pick the answer you think makes sense.

Administer Student Reflection Sheet (Week 2)

Now and Then: We've learned a lot about feelings so far, and how to be feelings detectives. Next time, we're going to learn about listening to other people. Listening to other people is another way to make them feel cared about!

Week 3: Active Listening

Week 3 Day 1

Link: We have learned so much, feelings detectives! We know we can use clues to help us know how other people might be feeling. What are some different feelings? (*accept student answers*). Paying attention to other people's feelings helps them know we care about them. Today, we'll learn about another way that people care about each other: listening.

Engage and Educate: Read Aloud

Active listening means remembering what other people are saying, and thinking about it. Let's listen to a story about a character who has trouble with active listening. *Recommended text: Listen, Buddy* by Helen Lester

Active Learning: Active Listening Practice

Pass out pictures (one set for each child). We will practice actively listening. I'll read a sentence, and you'll find the picture that matches what I say. If I say, "the little dog," what picture will you find? (give students time to locate and hold up the picture card with the small dog).

Students will listen to each phrase read aloud and find the corresponding picture.

Reflection: When you were actively listening, you had to try to remember what the other person said. What was that like? Was it easy, or hard? What helped you remember? *(Take student responses; guide and scaffold conversation as needed)*

Now and Then: Today, we learned about active listening. Tomorrow, we'll practice actively listening to our friends in our class. What do you think our bodies will look like when we practice active listening?

Week 3 Day 2

Link: Yesterday we heard about active listening. Can anyone remind us what actively listening is? *(listening so we remember and think about what the other person was saying)*. When we are being active listeners, it's not only our ears that are working! Today, we're going to talk about what our bodies do when we do active listening.

Engage and Educate: Role Playing

When we listen actively, there are a few things that your body has to do. I think you might be able to guess! We'll need some volunteers to come up and help. Do you think you can guess how we can be better listeners?

Invite students up to participate. Have the students be the "talkers," and the teacher as the "listener." Model obvious poor listening, and ask students how they could fix the issue. Consider: turning you back towards the other, talking/making noise while speaker is speaking, very obviously avoiding eye contact (looking a ceiling, etc.).

Active Learning: Brainstorming

Let's make a chart to show bodies being active listeners (show pre-made chart with the outline of a person on it). After we talk about what our bodies need to do, we will practice doing those things with a partner.

Possible options: face the speaker, make eye contact, still/calm body, quiet voice. As each skill is listed on the chart, have students work with a partner to show those skills. Practice each until all students have demonstrated an acceptable attempt at the skill. **Students with autism may have considerable difficulty with eye contact; allow approximations of this skill as appropriate to the individual student*

Reflection: Our bodies need to do a few important things while we are active listeners. What are those things? *(take student volunteers; scaffold answers as necessary)*. Let's pretend for a minute that our bodies are NOT doing those things. How do you think the other person might feel? *(take student answers; discuss how others' feelings might be hurt, etc.)*.

Now and Then: Today, we practiced what our bodies do when we are actively listening. Tomorrow, we'll practice more active listening. You will get to try to use both your body and your listening to remember what others say. This shows that you care!

Week 3 Day 3

Link: Yesterday, we thought about what our bodies should do when we are being active listeners. Today, we're going to practice that with our own bodies, but also practice being active listeners.

Engage and Educate: Listening Game

We're going to play a listening game today. You'll have to use your active listening to remember what you heard. We're going to each say 1 word. Your job is to try and remember the word the person before you said. Remember to make your body show active listening, too!

Round 1: Remember just the word of the person in front of you

Round 2 (optional, based on needs of students) Remember words of all before you

Active Learning: Detective Puppets

When you use active listening, you're also being a detective. You are using what the other person said to clues as to what they are feeling. Today, we'll use our detective puppets. What are the puppets saying? Can you make sure your puppet's body is also showing active listening?

Reflection: Let's talk about what it felt like to actively listen. Did it feel easy to remember what your partner said, or was it hard? Why? *(allow students time to share with the group, scaffolding conversation as needed)*.

Now and Then: Today we practiced actively listening. Tomorrow we're going to do more active listening, but we're also going to be feelings detectives at the same time. We'll look at a person's body language and listen to their words to find out how they are feeling.

Week 3 Day 4

Link: Yesterday we practiced active listening with our puppets. It's good to practice active listening, but can our puppet's bodies really show us their feelings? (*No, their bodies and faces cannot move, etc.*). Today, we're going to use real people. We will look at their bodies and listen to their words.

Engage and Educate: Feelings Review – *Use pictures from Weeks 1 and 2 for this activity*

Let's get our brains warmed up. Look at the pictures, and let's talk about how each person might be feeling. Remember to pay attention to their body language.

Show pictures of people demonstrating different emotions. Name each emotion and discuss related body language.

Active Learning: Videos

Great! Now that you're ready to look at a person's body language to be a feelings detective, we're going to add in active listening. This time, we'll use videos. When you see the video, match how you think the person is feeling with the number of the video. When we see video 1, you'll put a feeling word next to the number 1. After each video, we'll talk about why we think that's what the person is feeling.

Show each video, pausing to allow for observation and conversation between each. As appropriate, review the sheet after viewing all videos. Which feeling went with which video?

Reflection: We've been practicing active listening a lot this week. Active listening is a way to show we care about other people. Why/how do you think active listening shows we care? How might a person feel if we do not actively listen to them? (*Facilitate conversation about how active listening makes other people feel heard/understood, etc.*).

Now and Then: Today we practiced using people's body language and active listening to know how they are feeling in a video. Tomorrow, we'll practice our skills with real people!

Week 3 Day 5

Link: Yesterday, we saw some videos of different people. We used two strategies to be feelings detectives. What were they? (*Active listening and looking at body language – a visual can be used to prompt students' response*)

Engage and Educate: Feelings Bingo

We have been working hard at active listening this week. Active listening can be easy when we look at pictures or videos, but can sometimes be a little harder when we talk to people in real life. Let's get ready by thinking about different feelings people can have.

Play a game of "Feelings bingo" to warm-up before active learning segment.

Active Learning: Scenarios **If possible, have other teachers/staff or parent volunteers be models for this lesson.*

Each person will act out a different scenario, saying how they feel and why, and using specific body language (i.e. "I'm sad because I dropped my ice cream."). Students will all determine: a) what the person said, and b) how they are feeling based on specific body language cues.

In round 2 of the activity, increase difficulty by not saying the specific feeling (i.e. "I dropped my ice cream" combined with sad body language).

Ensure that students are looking at the speaker, etc. to demonstrate understanding of active listening.

Reflection: Today we practiced using our active listening skills on real people. This is a skill you can try with your friends at school! When is a time you could try active listening today? (*lunchtime, recess, in class, etc.*)

Administer Student Reflection Page (Week 3)

Now and Then: Now that we are good active listeners, we're going to learn a new way to show people that we care. It's part of being a feelings detective – to know how other people feel, you have to start talking to them first! We'll learn about how to do that next time.

Week 4: Greetings

Week 4 Day 1

Link: Last week we learned about active listening. Today we're going to learn about ways to show other people we care about them.

Engage and Educate: Read aloud

Recommended book "Say Hello!" by Rachel Isadora.

One way to show we care is by greeting someone when we see them. What are some kind words you can say to other people when you first see them? (*Hello, How are you, Good to see you, etc.*). Did you know that greeting someone makes them feel good, and shows them that you care about them? Let's listen to this story.

Active Learning: Introducing Greeting Language

In our story, Carmelita hears lots of different greetings! Now we'll practice some greeting we can use when talking to other people.

We'll start by practice saying some different words. Chorally rehearse, "Hello," "How are you?" "Good morning." Next, let's go around the circle and practice these greetings. Look at the person next to you – use your active listening skills – and then tell them a greeting. First, let's try "hello." (*Go around the circle, so all students practice saying the greeting. If time allows/based on teacher discretion, repeat the exercise with a different greeting.*)

Reflection: We practiced greeting others today. How do you think other people would feel if they are not greeted? First, stand up and find a partner. You'll think-pair-share, then share out with the group.

Now and Then: Today we started learning how to greet other people. Greeting others shows that we care, and can help others feel happy! Tomorrow we'll practice more greetings.

Week 4 Day 2

Link: Yesterday we learned about what to say when you first see someone. What was that called? (*greeting*).

Engage and Educate: Greeting Game

When we greet other people, we can use their names to greet them. Using others' names can make them feel loved and happy. Let's play a game to practice greet each other with our names.

Go around the circle using a greeting of choice (*Hello, good morning, etc.*). Ensure that students use their classmates' names at the end of their greeting.

Active Learning: Puppets

Today, we're going to use our puppets to practice greeting others. You will be working with a partner to practice greeting your partner's puppet.

Students will take turns greeting one another's puppets. *If desired, short scenarios can be provided (i.e. "You just got to school and you're seeing your friends/teacher! What will you say?" or "You are going to the doctor. The doctor says, "Good morning." What could you say?")*

Reflection: *Distribute half sheets of paper.* We practiced some greeting words today. On your paper, draw or write two different places or people you could greet! What could you say to them?

Now and Then: Today we practiced greeting using puppets. Tomorrow, we'll use our greeting skills to greet real people, too.

Week 4 Day 3

Link: We've been talking about greeting other people, or saying hello to them. What are some ways we can greet someone else? (get student responses). How do you think a person might feel if they are ignored by someone? (*take student responses*).

Engage and Educate: Video Clip

Let's watch a video of someone greeting others.

Show and discuss video (one character is greeted, the other is not. How do you think the character is feeling? Why/why not?)

Recommended clip: *Frozen Movie Clip – Meet Olaf the Snowman*
<https://www.youtube.com/watch?v=3JNSjNuiDKY>

Active Learning: Partner Greetings

Working in partners; practice greeting one another. Students will start working with one partner. Partners will take turns greeting one another using their names. After students greet one partner, they will switch to another partner when directed to do so. Greetings will repeat until all students have greeted one another.

Reflection: We practiced greeting each other today in our class. How did it make you feel when someone greeted you? (*Take student responses; this activity can be completed as a think-pair-share if desired*)

Now and Then: Today, we greeted other people in our class. Tomorrow, we're going to greet others in the school building. We'll be able to get to know how they're feeling, and show them we care, by greeting them.

Week 4 Day 4

Link: We have been practicing greeting other people using their names. Today, you'll have a chance to greet some new people. What are some greetings we can use with other people?

Engage and Educate: Greetings Game

Play a variation on the greeting game played during Day 2. Have each student greet another, saying hello, good morning, etc., and using the other student's name. Possible options include: high-five, handshake, tossing a ball, etc.

Active Learning: Greetings Field Trip

Today, we're going to take a field trip in our school. Not just any field trip, but a greetings field trip. We're going to go visit some people in our building and practice greeting them! What should we remember to do? (*say hello, use their names, etc.*).

Walk with students to pre-determined locations in the building allowing for the greeting of others, with a focus on adults in the building with whom the children are familiar (cafeteria staff, front office staff, etc.). Observe children greeting these adults, and prompt for appropriate greetings as necessary (eye contact, using names, etc.).

Reflection: Today we went to greet others in our school. How do you think they felt after we greeted them? (*take student responses*). Today, you'll show me on paper how you're feeling about greeting others.

Pass out greetings exit ticket. Students will draw a facial expression in the box to show how they are feeling. This can be confidential, or used to share with the group at the teacher's discretion.

Now and Then: We are getting even better at being feelings detectives, noticing the feelings of others and showing them we care! Tomorrow, we'll do some more greetings. We'll be greeting other kids tomorrow!

Week 4 Day 5

Link: We've been doing so many greetings this week! Yesterday, we talked to some adults in our building. You could tell how happy they were when we greeted them! Today, we're going to greet kids, some of the same kids you might see at lunch, at recess, or in other classes!

Engage and Educate: Greetings Game

Play a greeting game similar to those played on days 2 and 4. If students have a preferred classroom greeting activity, that can be used.

Active Learning: Greetings Field Trip, Part 2

Yesterday, we went on a greetings field trip. We greeted so many adults! Did you know we can greet kids in the same way, by using their names and saying hello? Today, we'll give it a try! We'll be working with some other kids today. Your detective mission is to greet them when you see them!

As previously arranged with another teacher/class and school staff, give students the opportunity to greet others as they enter their rooms, pass them in the hallways, etc. *This activity can be flexible, varying between schools, grade levels, and unique student needs.*

Students can practice their greetings before working on a separate collaborative project with another class, etc.

Reflection: We all got to try out some greetings today when we worked with (other class). Now you'll have a chance to show what you know about greetings on this piece of paper. I'll read the directions, and then you'll put your answers on this piece of paper.

Administer Student Assessment Page (Week 4).

Now and Then: We have been feelings detectives again! This week we used greetings to show others we care, which is an important part of being a feelings detective. Next week, we'll learn more about helping others!

Optional: Pass out level 4 Feelings Detective badges

Week 5: Helping Others

Week 5 Day 1

Link: We have been learning ways to show other people we care about them. We learned to be feelings detectives, and about how to listen carefully to other people. Today, we will learn about ways to help other people.

Engage and Educate: When do we need help?

Let's start by thinking of some things that we need help with. It's okay to need help! What are some things you need help to do? I need help _____ (give personal example).

Possible examples: my jacket is stuck, I can't tie my shoes, etc.

Make a web on the board. What are some things we need help to do?

Active Learning: Read Aloud

Let's read a book together. In this story, the characters need help. While we're reading the story, let's write down some of the problems that happen in the story, and then write down how others help.

Make a chart on the board; show problems and solutions

Recommended texts: *Most People* by Michael Leannah

Reflection: We talked about times people need help. When are times that you need help? Who helps you do those things?

Now and Then: Today, we read a book about a lot of different ways that people need help and can help each other. Tomorrow we'll talk more about what we can do to help other people.

Week 5 Day 2

Link: Yesterday we talked about ways that people can help one another. Who are some people who help you? (*get student responses*). Today, we're going to talk about ways we can use words to ask for help.

Engage and Educate: Group Phrase Practice

You can use your feelings detective skills and active listening to know if someone needs help. First, look at the other person's body language. Second, listen to what they are saying. If you need help, you can say, "Will you help me, please?" or "Can you help me?" (*have students practice saying these phrases*).

Active Learning: Helping Chain

Distribute small pieces of paper (index-card size). We will be making a "helping chain" today. Draw pictures of ways to help others on these pieces of paper. Put just one way to help on each page! Later, we will share our pictures, put them together, and then hang them up. You can even add speech bubbles to show what words your characters are using!

Reflection: Share student helping pictures. What pictures did you draw today? (*allow students to share their responses*). Have students share using, "Will you help me..."

Alternate possible questions: When are times you need help? How do you feel when other people help you?

Now and Then: Today, we drew ways we can help others, and we talked about how to use words to ask for help. Tomorrow, we will practice ways to practice using words to let other people know we can help them.

Week 5 Day 3

Link: Yesterday, we practiced asking for help. It's important to let other people know when we need help. It's also important to help other people when they need help! Today we will learn some words we can use to let other people know we'd like to help them.

Engage and Educate: Picture Study

Let's look at this picture. What happened to this girl? Do you think she needs help? What could we say to her to let her know we want to help her?

Display picture of girl with dropped items. Offer model language of, "Can I help you?" or "Do you need help?"

Active Learning: Card game. *Print and cut out sets of "helping pictures." Each picture shows a different problem students might have (cleaning up toys, tying shoes, etc.).*

Today, we'll play a game. You and your partner will have your puppets and some cards. You'll take turns flipping a card. The person who has the card needs help (model flipping a card, looking at the picture, and saying, "I (dropped my crayons, etc.)." That person will ask, "Will you help me?" The other person will then say something back, like, "I can help you."

Reflection: We have been asking for help and offering help to others. What is a way you can ask for help if you need it? How about a way we can offer help to someone else? (*take suggestions*)

Now and Then: Today, we used our puppets to ask for help and offer to help someone else. Tomorrow, we'll do some acting!

Week 5 Day 4

Link: Yesterday, we started learning ways to ask if someone needs help. How do you think another person will feel if you help them? (happy, etc.). *Have students think-pair-share.*

Engage and Educate: Read Aloud

Read aloud about helping others. Recommended text: *That's What Friends Are For* by Florence Perry Heide and Sylvia Van Clief

In this story, Theodore get hurt and needs help! Let's see what happens when his friends walk by and notice that he's hurt. (*Make predictions and read story aloud. Following the story, discuss how the animals offered to help Theodore, and worked together to do so*)

Active Learning: Helping Scenarios

In our story today, Theodore needed help from his friends. Today, we will practice helping our friends. We'll act out some different situations. It's only for practice – we'll be needing help on purpose – but we'll be able to use our words. Let's try one together first, for practice. *Drop crayons on the floor, untie shoe, etc. Model asking for help, and call on a student to model helping (i.e. saying, "I can help you" and then helping to clean up crayons).*

Put students into two small groups. Give each group the chance to practice different helping scenarios, rotating students so each has a turn to ask for help and offer help.

Possible helping scenarios: Needing a band-aid/skinned knee; Zipping/buttoning a jacket, Tying shoes, Picking up dropped items, etc.

Reflection: In our story earlier, Theodore needed help. How did he feel when his friends helped him? Today you've had a chance to help one another. How do you think someone would feel when we help them? Why? *Share out with group*

Now and Then: Today we practiced helping each other! We used our words to ask for help, and to offer help to someone. Tomorrow, we will be helping others in our school building!

Week 5 Day 5

Link: Yesterday, we took a little field trip in our school. What were we doing on our field trip? (Asking if other people needed help). Today, we're going to think about the ways that we helped others. Then we'll go help some more people!

Engage and Educate: Helping Others Books

Pass out "Helping Others" books. Students will draw and/or write three ways in which they can help others. As time allows, students can share with the class, with a small group, or with a partner.

Active Learning: Helping Field Trip

Today, we're going on another field trip in our school. We will be asking others if they need help! *(Take students to pre-arranged location, such as the front office, etc. *Take notes for student observation/assessment page during this activity. Students can help with simple tasks as arranged with others in the building).*

Reflection: Today, we helped other people. This is a quick activity to hear about how you felt about helping others. Listen to the directions while I read them, then pick your answer.

Administer Student Assessment Sheet (Week 5). Students will draw pictures of who helps them and how they can help.

Now and Then: You all did such a great job helping others today! I think you really made (name some people helped) feel good. Great work, feelings detectives. Next week, we're going to talk about one other way we can be feelings detectives and help people feel good.

Optional: Pass out level 5 feelings detective badges.

Week 6: Sharing & Empathy

Week 6 Day 1

Link: We have been learning ways to show other people we care about them. What are some ways we have learned so far? *(active listening, helping and sharing, greeting, etc.).* Did you know that there's a special word we can use for all of those things together? When we are feelings detectives, actively listen to other people, greet them, and help them, we are showing *empathy*. Sharing is another great way to show empathy.

Engage and Educate: Read Aloud

Recommended Text: Should I Share My Ice Cream? By Mo Willems

How many of you like ice cream? In the story, *Should I Share My Ice Cream?* by Mo Willems, Gerald is trying to decide if he should share his most favorite treat with his best friend. Let's read it and find out what happens!

Read the story and pause throughout to discuss. Is sharing always easy? How do the characters feel before, during, and after sharing?

Active Learning: Who Can I Share With? Page

In *Should I Share My Ice Cream*, Piggie shares her ice cream with Gerald, her best friend. Who are people you can share with? (*take student responses*). Today, you're going to be thinking of 3 different people you can share with, and what you can share with them. On your paper, you will color in the people to look like who you can share with!

Talk with students individually as they work; who could they share with? What could they share? Encourage students to discuss with the students around them as they color/draw.

Reflection: Today, you thought of a few people you can share with. This is your secret mission this week! Your secret mission is to try and share with each of these people this week, and maybe more! How do you think your friends and family will feel when you share with them?

Now and Then: Today, we thought of who we can share with. Tomorrow, we'll use words to let people know we'd like to share.

Week 6 Day 2

Link: Yesterday we learned a new word: empathy. Everything we've been practicing so far as feelings detectives put together is empathy. We learned about another way to show empathy yesterday, like Piggie. What was that? (*sharing*). Let's learn more about sharing today.

Engage and Educate: Introducing/Rehearsing Language

Sharing is a great way to make other people feel happy. It's exciting when someone lets you have some of something they have! What can you say if you have something you want to share with someone else? (*accept student ideas*). *Scaffold/support students; help them develop language along the lines of: "Would you like some/this?" "You can have some" or "This is for you."*

**Have students chorally practice saying offering language as you develop it as a group. Consider writing it on chart paper for future reference.*

Active Learning: Puppet Practice

We're going to use our feelings detective puppets to practice sharing! We're going to work in two groups.

Split students into two groups. One group will sit at a table with toys, etc. When other students approach the table, they will practice offering. *“Would you like some?” or “You can have some.”* Give students approximately 5 minutes to play, then switch groups.

Encourage sharing among the tables; do students see a color/part they would like to use or share? Consider scaffolding this skill by prompting students to try “sharing language.”

Reflection: What were some of the sharing words you used today? Do you think this is something you would be able to try saying to your friends when you’re playing at recess, or at home? *(structure sharing as desired; whole group, think-pair-share, small group, etc.)*

Now and Then: Today we used our puppets to share with others. Tomorrow, we’ll practice sharing with our friends while we play!

Week 6 Day 3

Link: Yesterday we used our puppets to practice words we can use when we want to share with someone. Today, we’ll spend some time playing together. When you play, you’ll be practicing the words we practiced.

Engage and Educate: Puppet Practice

Let’s practice some of our words to talk about sharing *(pass out detective puppets)*. First, let’s have our puppets say the words together *(chorally say the phrases discussed previously/on the chart from previous days)*. Next, we’ll take turns. Your puppet will get a turn to pick a sentence to say, and we’ll all repeat after your puppet! *(Have students take turns repeating after puppets until all phrases have been practiced at least twice)*.

Active Learning: Purposeful Play Time

Today, you’re going to have a chance to play with lots of fun things *(name/present stations)*. Each station only has a little bit, though. What could you do if there isn’t enough to go around? What if you have something, but a friend doesn’t? *(share)*. When you play together today, see if you can find at least 2 people to share with!

Have kids work in groups of two or three. Offer preferred materials, but a limited amount of each toy/option to encourage sharing. Scaffold students throughout activity; they may need many reminders to demonstrate sharing behaviors when it is difficult.

Reflection: How did it feel to share with your friends during playtime today? Did it feel easy? Was it hard? What were some of the words you used?

Now and Then: Today we practiced sharing with our classmates. Sometimes it was easy, but sometimes it wasn’t. Tomorrow, we’re going to learn even more about sharing!

Week 6 Day 4

Link: Yesterday, we practiced words we can use when we share with someone else. Did you know that sharing with other people, and doing other nice things for people, too, can make them feel happy! It's a way to show empathy. Let's hear a story about a person who shows empathy and shares with others.

Engage and Educate: Read Aloud

In this story, Ordinary Mary does something nice for someone else. When she is kind to someone else, something amazing happens!

Recommended text: Ordinary Mary's Extraordinary Deed – Emily Pearson – good deeds can have a "ripple effect" (pay it forward). Sharing makes other people feel good.

Active Learning: Making Invitations

In Ordinary Mary, we saw how doing something kind for someone, like sharing, can help a lot of other people. What if we could try that with some other students? How do you think (teacher's name) class would feel if we invited them to come over and play? Today, we'll make some invitations to invite our friends over to play. What do you think we could say? (*take student responses*)

Make invitations for the other class. As students are working, discuss: What are they saying/asking their friends? How will their friends feel? What can we do when they arrive? (*active listening, greet them, sharing, etc.*).

Reflection: Today, we talked about how sharing and being kind to one another makes other people feel good. How do you think our friends will feel tomorrow when they come over? What can we do or say to make them feel happy? Caring about how others feel is part of empathy.

Now and Then: Today, we learned a little more about sharing. Tomorrow, you're going to have a chance to practice empathy in real-life – our friends will be coming to join us and play!

Week 6 Day 5

Link: Yesterday, we learned how sharing and being kind to others makes other people feel happy. Sometimes, they feel so happy they share with someone else! Sharing is a way of showing empathy.

Engage and Educate: Sharing Review

Today's the day! Our friends are coming to play with us today. We've learned so much about being feelings detectives, listening to our friends, and sharing. Let's make a Sharing Web to remind us of what we can do to share with others. (*draw/display web with "sharing" as center*).

Complete web by taking student responses regarding student knowledge about sharing.

Active Learning: Sharing Activity

Work with another class – younger students if possible – and play together. Challenge students to demonstrate empathy skills while playing with others. (**Use this opportunity to record on observation form about student progress; this activity can be an overall review of all learning in the curriculum*)

Reflection: We have learned so much about sharing! Share with a partner: what are you thinking about sharing with our friends today? (*allow partners time to talk*)

Now you'll have a chance to think about what you have learned.

Administer Student Assessment Page (Week 6). *Assist students with writing and drawing tasks and/or modify tasks as needed.*

Now and Then: You have learned so much, feelings detectives. Now, it's your turn to go and help other people learn to be feelings detectives, help others, and share. You'll be showing empathy!

Optional: Pass out Week 6 Feeling Detectives badges. Have a small celebration or "graduation" as desired.

Appendix B: Assessment/Data Collection Tools

Student Pre-Assessment

1. Which picture shows someone who feels happy?



2. Which picture shows someone who feels angry?



3. It is kind to look at someone when they talk to you.

True

False

4. What is a friendly way to greet someone else?

- Say, "Play with me."
- Say, "Good morning, _____."
- Say nothing.

5. Draw a picture of someone who helps you.

6. Draw a picture of someone you can share with.

Teacher Questionnaire

Consider the student within the school setting. Answer the following questions based on your knowledge of how often the student has demonstrated these behaviors in the past 2 months (1=never, 2=rarely, 3=occasionally, 4=frequently, 5=almost always)

The student names basic feelings (happy, sad, angry):

1 2 3 4 5

The student verbally identifies their own feelings (happy, sad, angry):

1 2 3 4 5

The student names basic feelings of others, either in books or classroom setting (happy, sad, angry):

1 2 3 4 5

The student expresses their emotions using "I feel..." or a similar statement:

1 2 3 4 5

The student describes the feelings of others based on facial expressions or body language:

1 2 3 4 5

The student makes eye contact with the person speaking to them:

1 2 3 4 5

The student demonstrates attention (participating in conversation, making eye contact, facing the speaker, etc.) when spoken to:

1 2 3 4 5

The student greets others appropriately:

1 2 3 4 5

The student asks for help when needed:

1 2 3 4 5

The student offers help to others when asked to do so:

1 2 3 4 5

The student offers to help others without being asked:

1 2 3 4 5

The student describes instances in which they need help:

1 2 3 4 5

The student describes ways to help others (sharing, etc.):

1 2 3 4 5

Comments/Concerns:

Parent Questionnaire

Consider your child within the home setting. Answer the following questions based on your knowledge of how often your child has demonstrated these behaviors in the past 2 months (1=never, 2=rarely, 3=occasionally, 4=frequently, 5=almost always)

The child names basic feelings (happy, sad, angry):

1 2 3 4 5

The child verbally identifies their own feelings (happy, sad, angry):

1 2 3 4 5

The child names basic feelings of others, either in books or classroom setting (happy, sad, angry):

1 2 3 4 5

The child expresses their emotions using "I feel..." or a similar statement:

1 2 3 4 5

The child describes the feelings of others based on facial expressions or body language:

1 2 3 4 5

The child makes eye contact with the person speaking to them:

1 2 3 4 5

The child demonstrates attention (participating in conversation, making eye contact, facing the speaker, etc.) when spoken to:

1 2 3 4 5

The child greets others appropriately:

1 2 3 4 5

The child asks for help when needed:

1 2 3 4 5

The child offers help to others when asked to do so:

1 2 3 4 5

The child offers to help others without being asked:

1 2 3 4 5

The child describes instances in which they need help:

1 2 3 4 5

The child describes ways to help others (sharing, etc.):

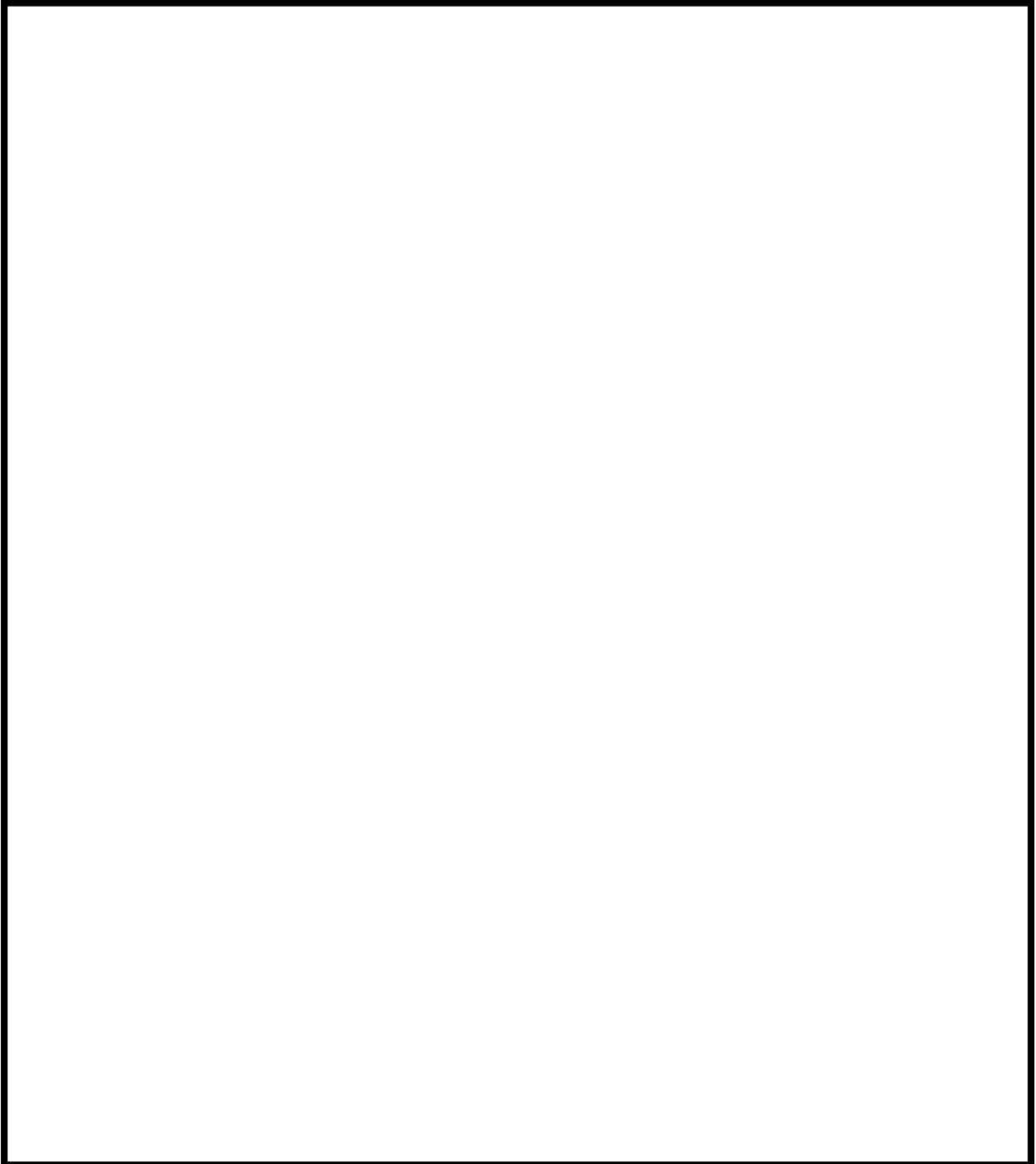
1 2 3 4 5

Comments/Concerns:

Teacher Observation Sheet – Week 1

This is a space to record information about student learning of content within this week of the curriculum. You may want to consider:

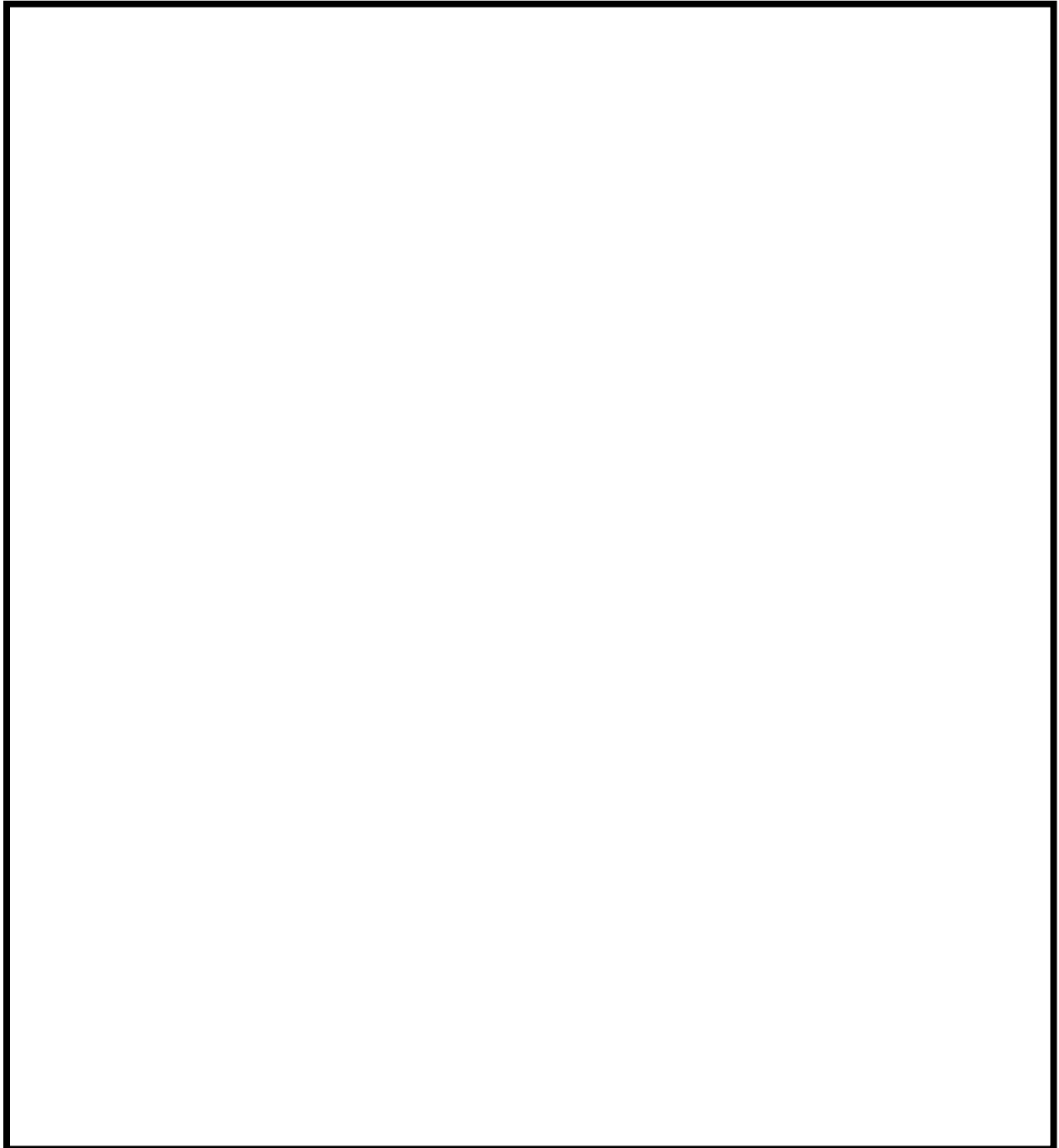
- Is the student able to expressively and receptively identify different feelings?
- Is the student able to demonstrate knowledge of body language related to feelings?

A large, empty rectangular box with a black border, intended for recording observations about student learning.

Teacher Observation Sheet – Week 2

This is a space to record information about student learning of content within this week of the curriculum. You may want to consider:

- Is the student able to use “I feel” (or another acceptable phrase) to express feelings?
- Is the student able to describe the feelings of others?

A large, empty rectangular box with a thick black border, intended for recording observations about student learning.

Teacher Observation Sheet – Week 3

This is a space to record information about student learning of content within this week of the curriculum. You may want to consider:

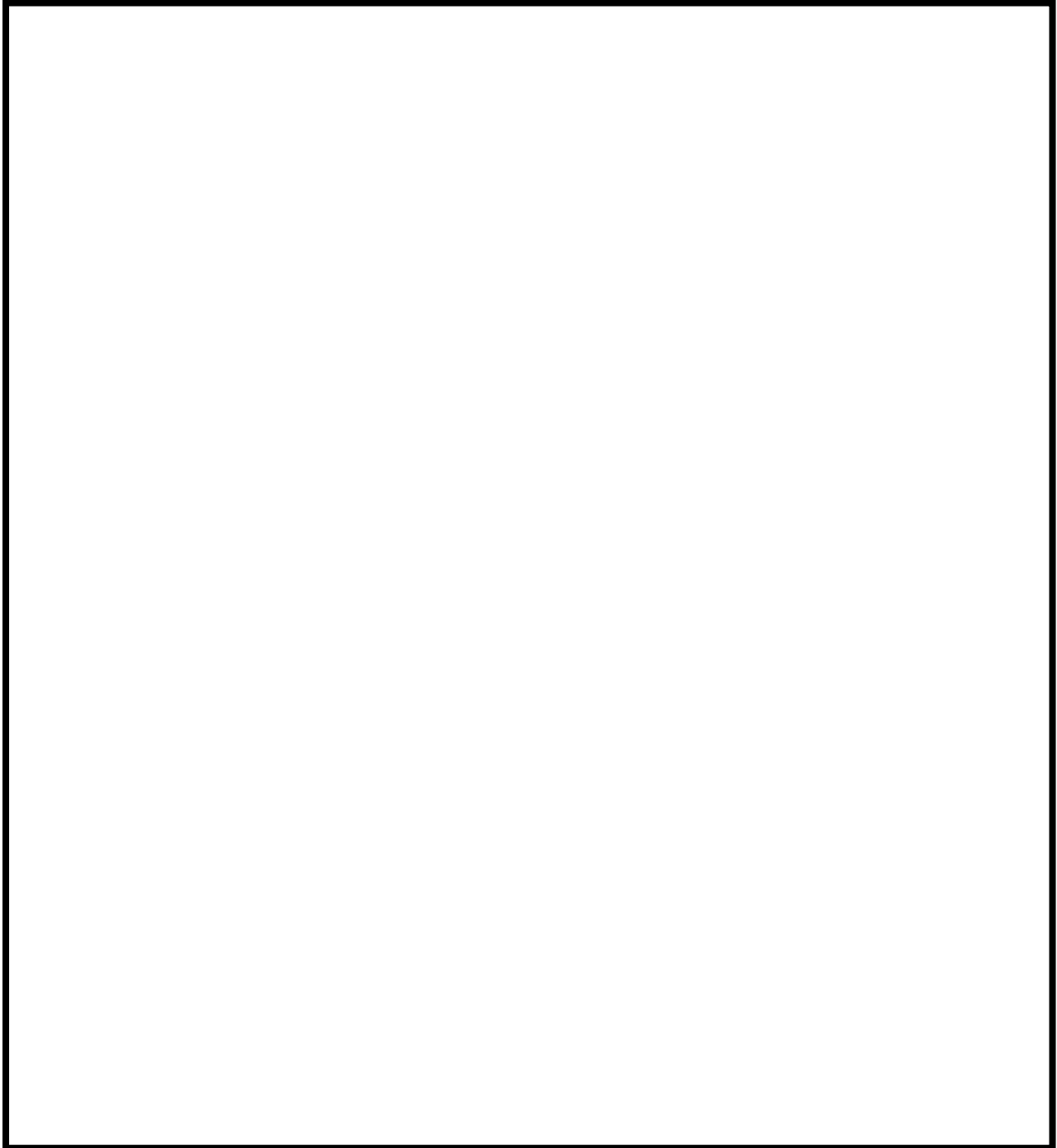
- Observe student in practice active listening scenarios. Is the student able to demonstrate taught active listening skills (eye contact, body positioning, etc.) in practice?
- Additional observations may also be recorded of students in genuine scenarios.

A large, empty rectangular box with a black border, intended for recording observations about student learning.

Teacher Observation Sheet – Week 4

This is a space to record information about student learning of content within this week of the curriculum. You may want to consider:

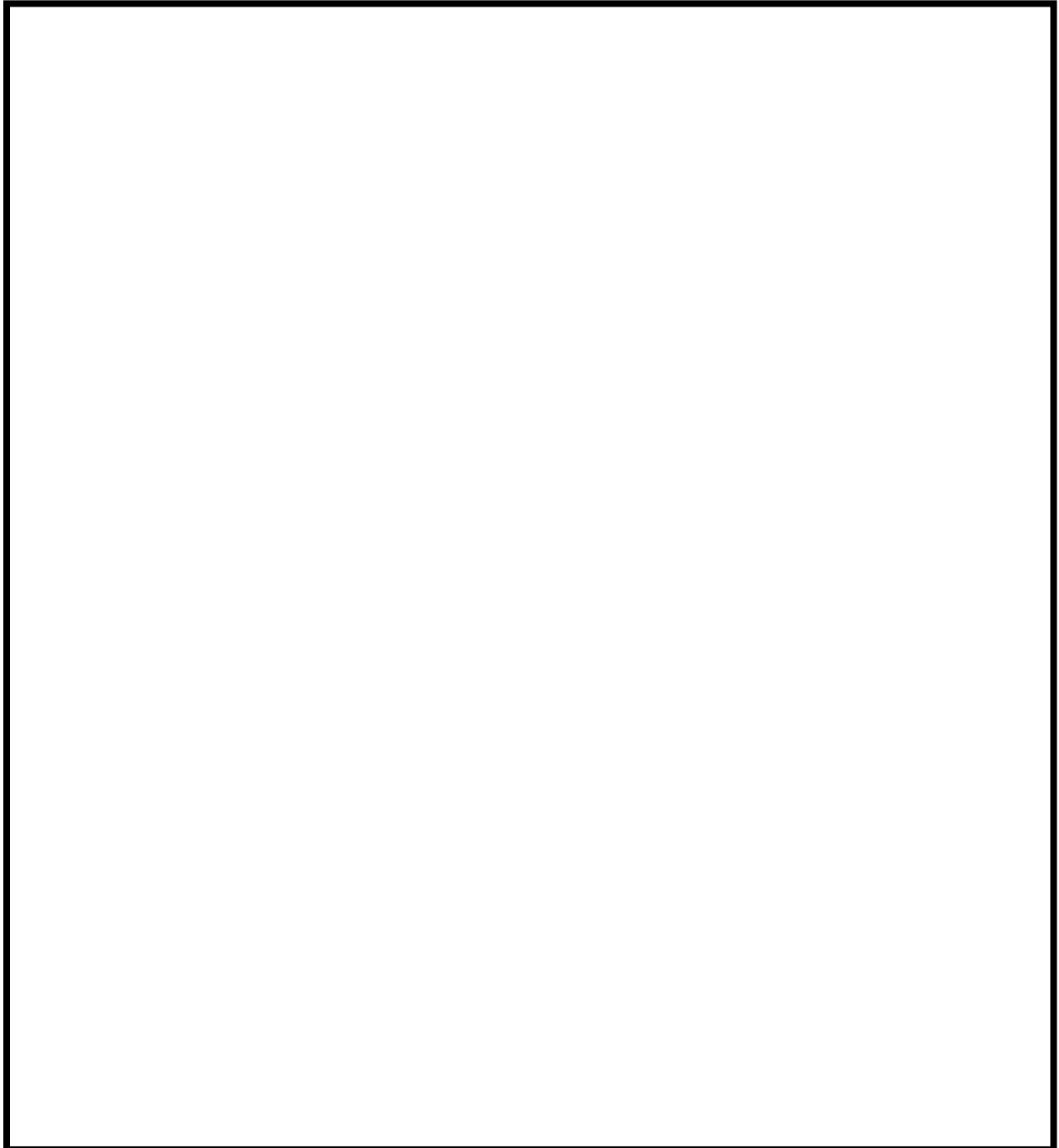
-Observe students in “field trip” greeting practices throughout school. Are students able to greet others appropriately, including using their names?

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Teacher Observation Sheet – Week 5

This is a space to record information about student learning of content within this week of the curriculum. You may want to consider:

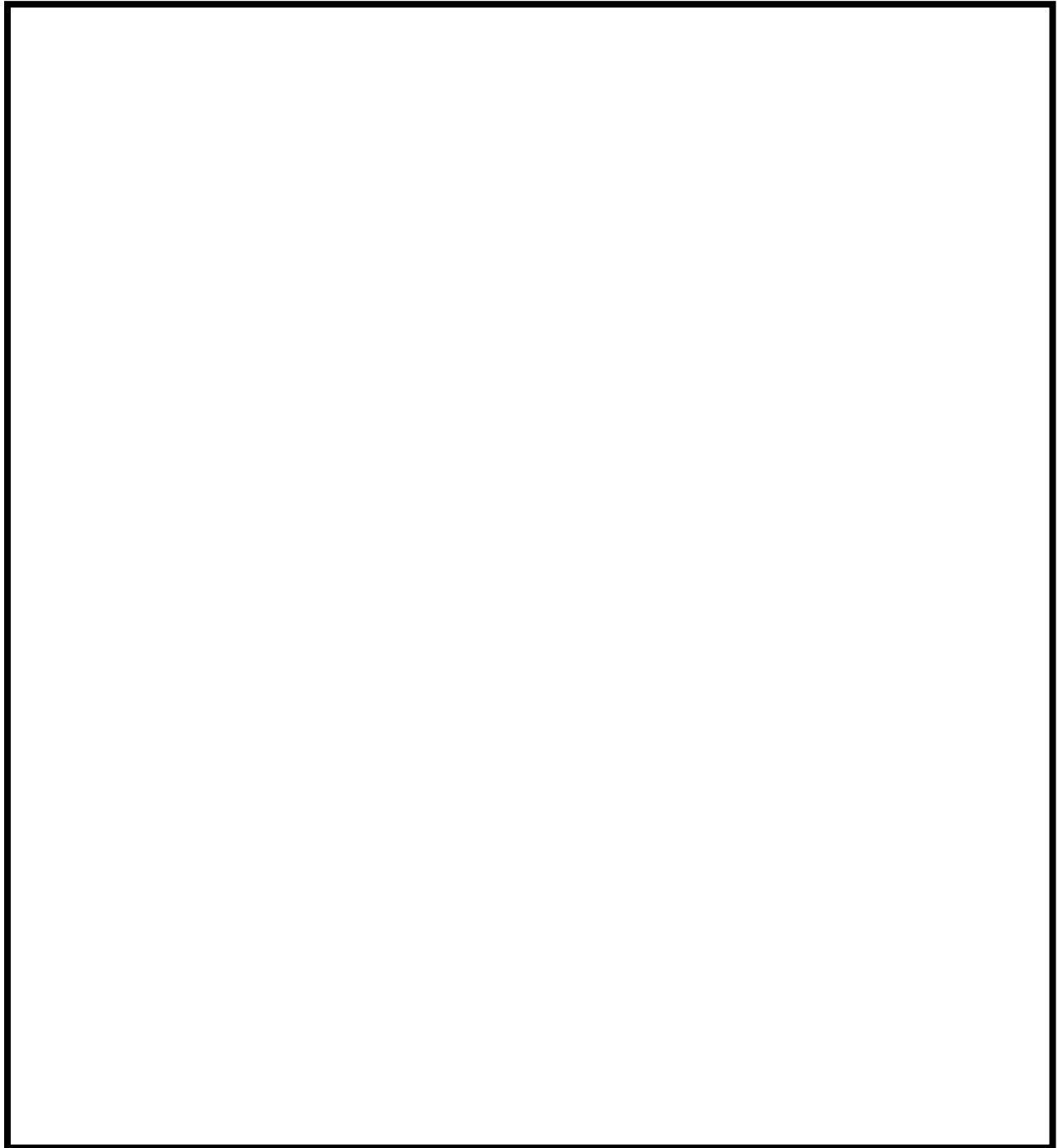
- Are students able to demonstrate helping behaviors?
- Are students able to identify helping behaviors?

A large, empty rectangular box with a black border, intended for recording observations about student learning.

Teacher Observation Sheet – Week 6

This is a space to record information about student learning of content within this week of the curriculum. You may want to consider:

-Observe students during interactions with other students during final activity. Are students able to demonstrate sharing behaviors? Describe observed sharing behaviors.

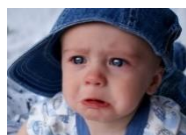
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Week 1 Student Reflection Sheet

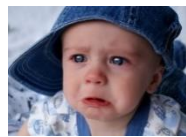
1. Circle the happy face:



2. Circle the sad face:



3. Circle the angry face:



4. Circle the surprised face:



5. How do you think the boy is feeling?



6. How do you think the girl is feeling?



Week 2 Student Reflection Sheet

1. Which character is feeling sad?



2. Which character is feeling happy?



3. Which character is feeling angry?



4. How do you think this character is feeling? How do you know?

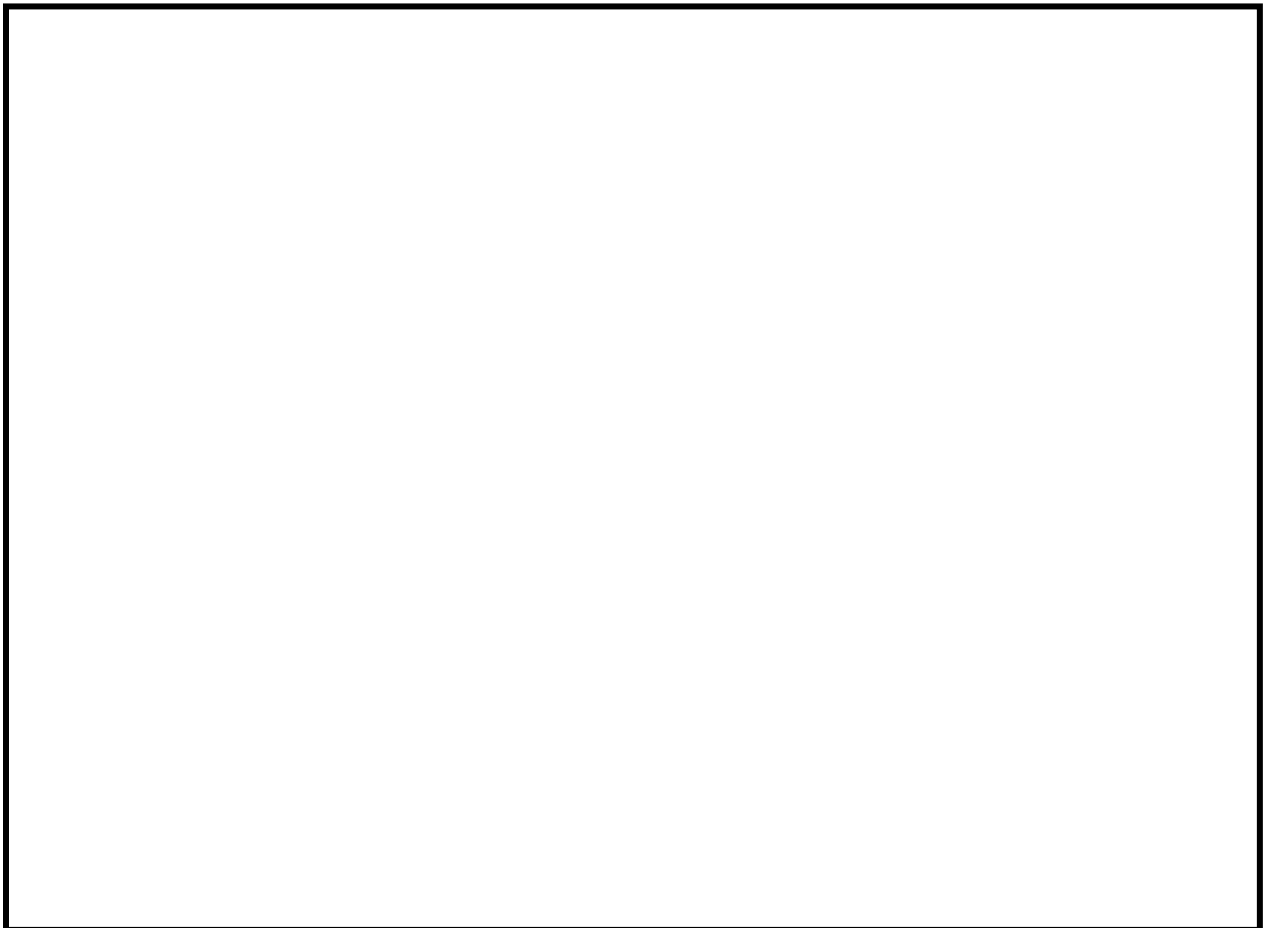


Week 3 - Active Listening

1. Which picture shows someone being an active listener?



2. Draw a picture to show a person being an active listener.



Week 4 Student Reflection Sheet

1. True or False: When you greet someone, it is nice to use their name.

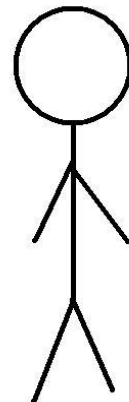
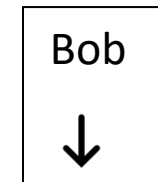
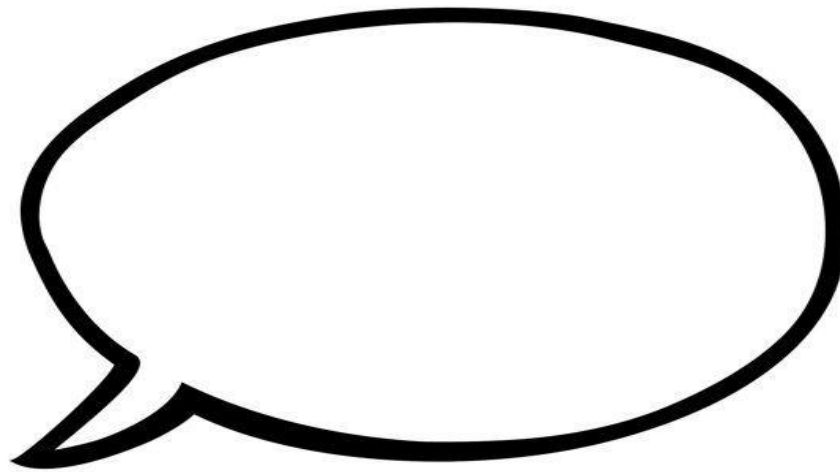
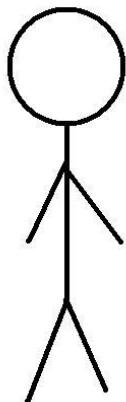
✓ True

✗ False

2. When you greet someone, how might they feel?

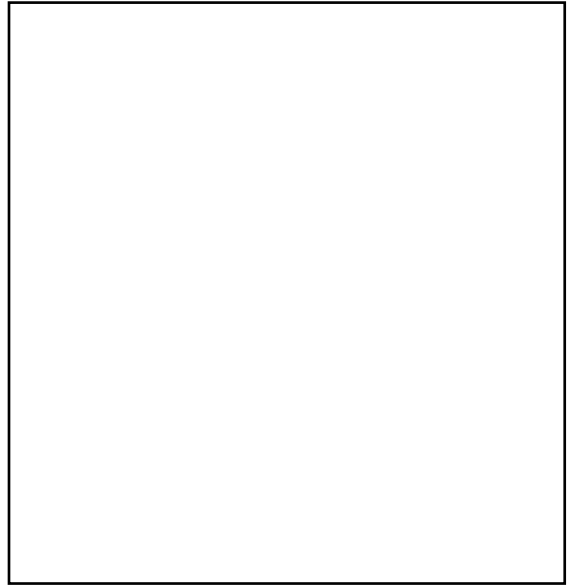
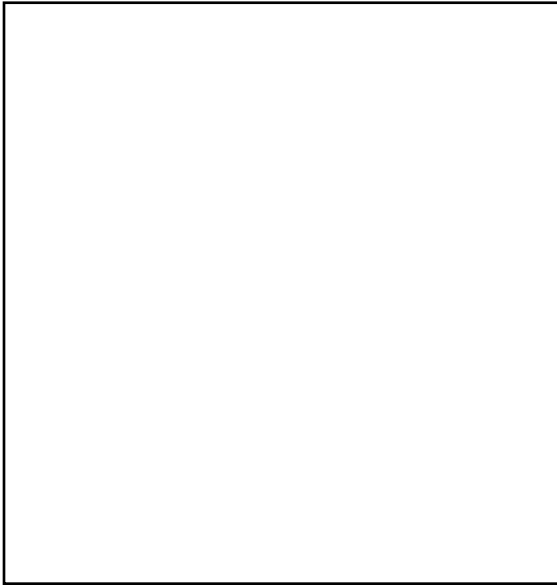


3. You see Bob at lunch. How could you greet Bob? Write a greeting for Bob:

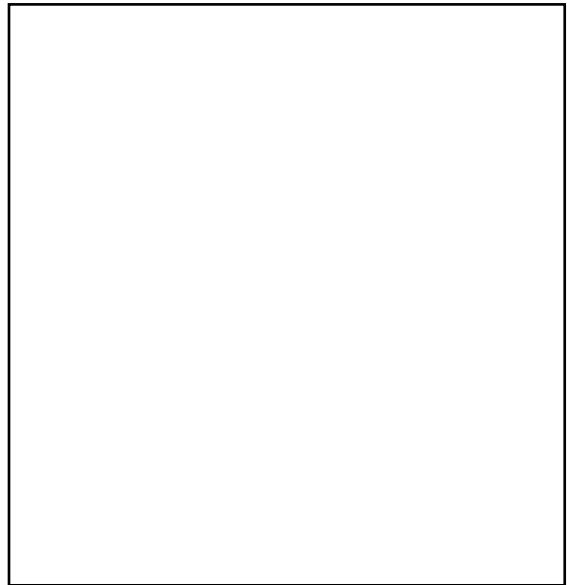
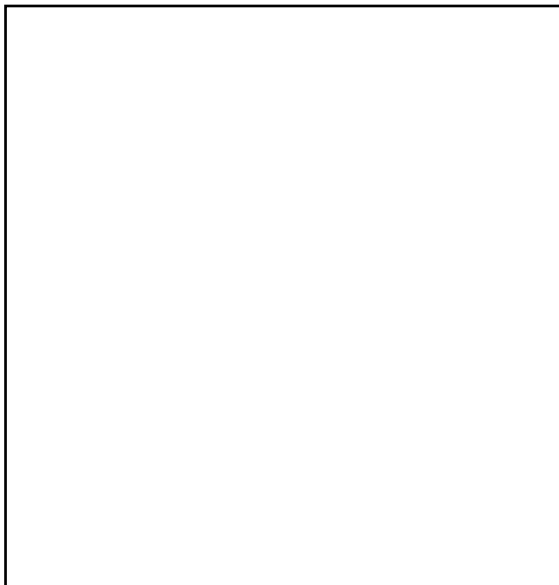


Week 5: Helping Others

1. Draw or write the names of two people who help you:



2. Draw a picture of two ways you can help other people.

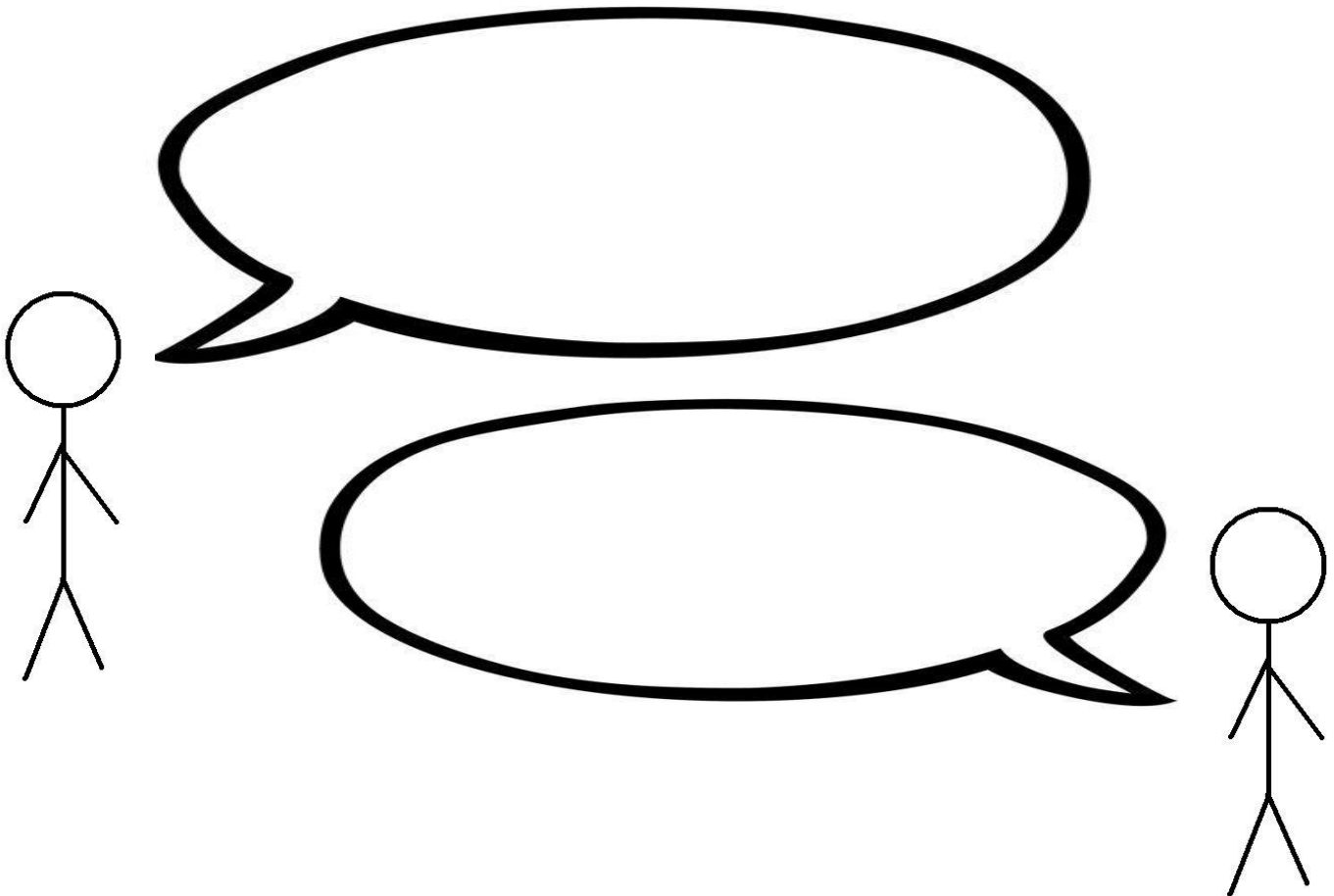


Week 6 Student Reflection Sheet

1. Which picture shows sharing?



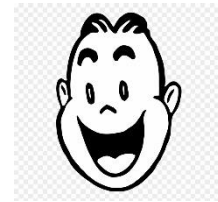
2. What could Bob say if he wants to share his toys with a friend? What could his friend say?



Appendix C: Unit Materials

Week 1: Feelings

Feelings Clipart Pictures



Body Language Images



Week 1 Feelings Mat

Happy










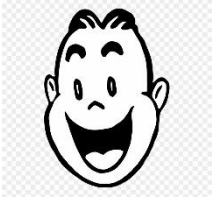
Sad

Angry

Surprised

Excited

Week 1 Feelings Cards

Week 1, Day 4 Scenario Pictures



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dreamstime.com © 12711431 - 86049



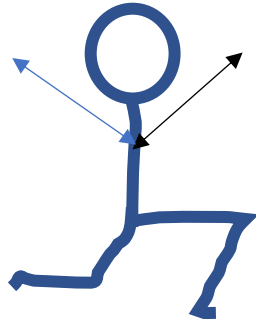
dreamstime.com © 12711431 - 86049



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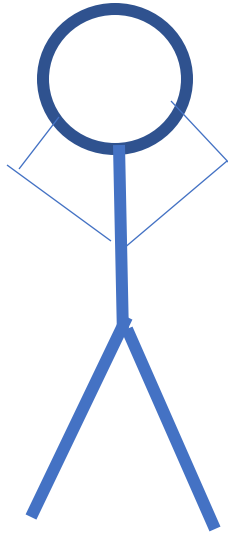
Week 2, Day 3 – “I feel...” Books



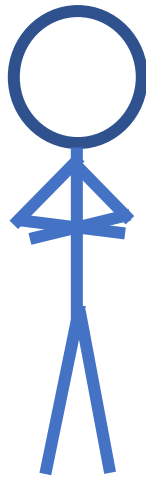
I feel _____.



I feel _____.

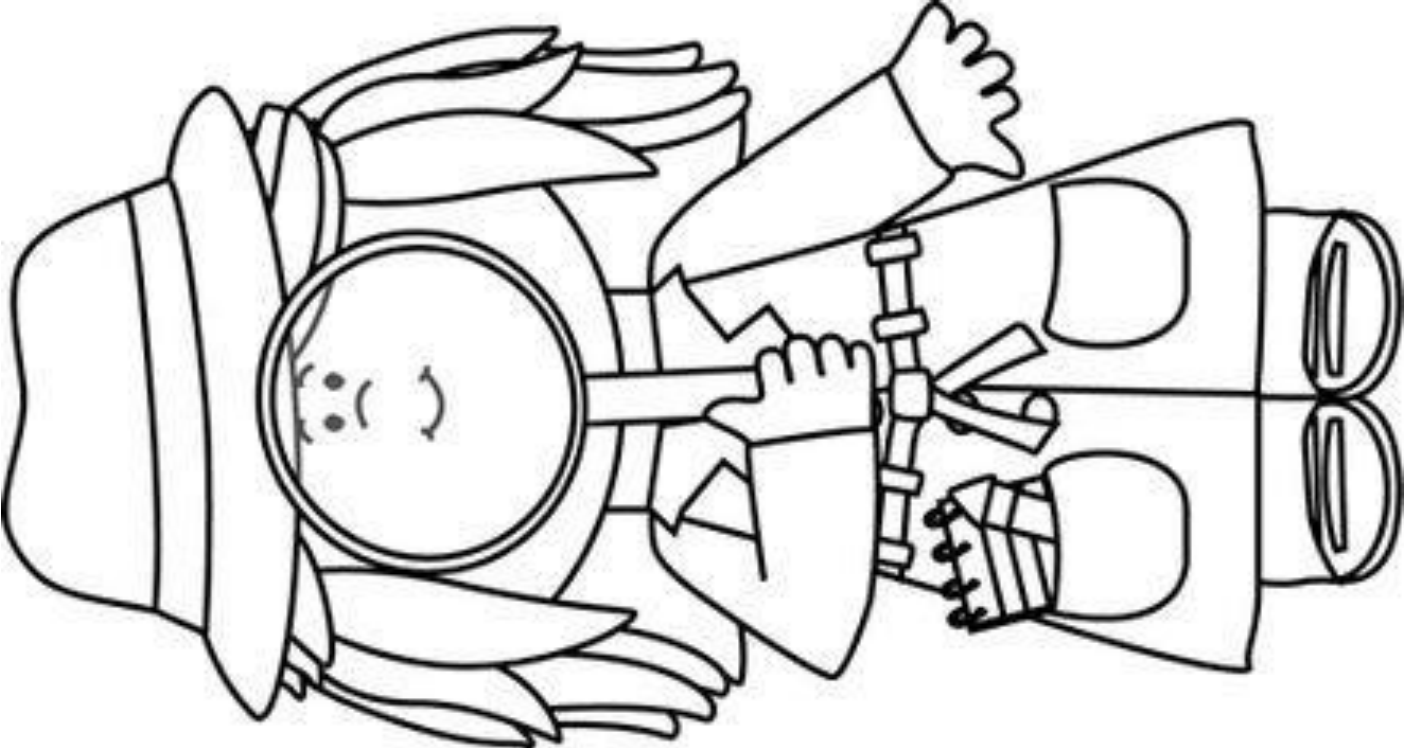
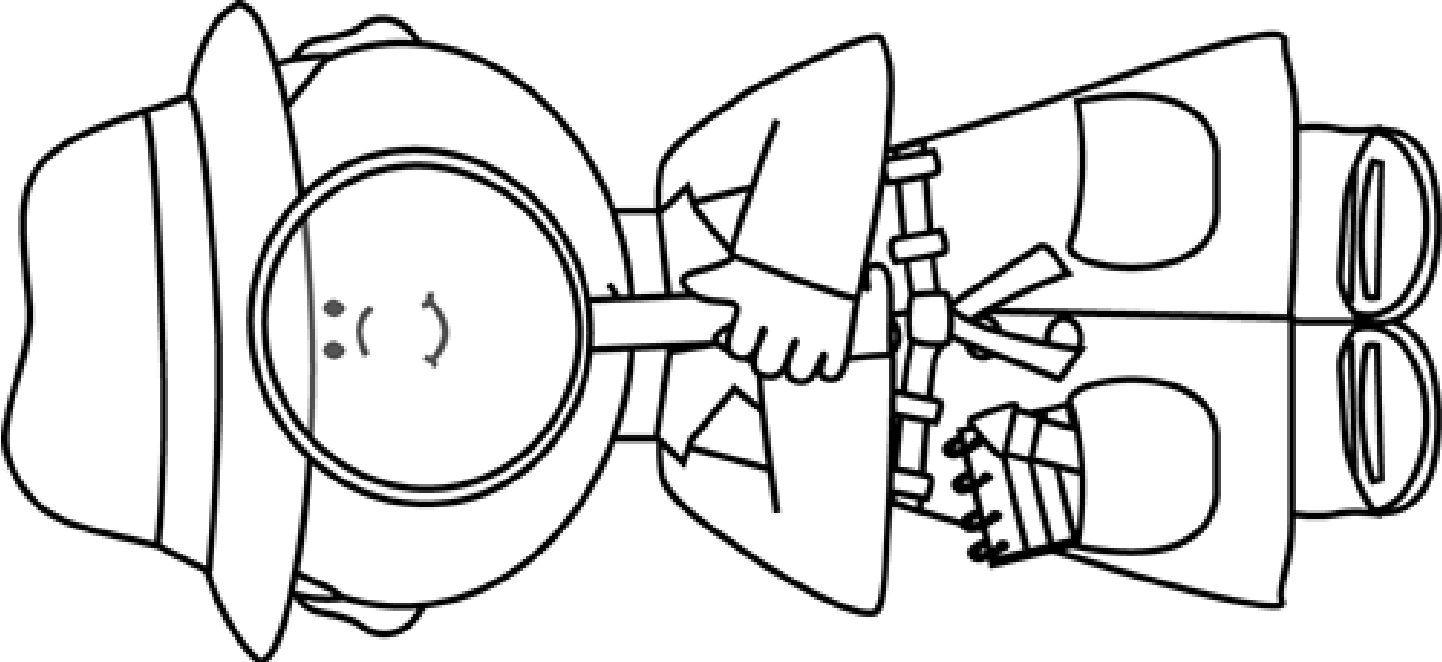


I feel _____.



I feel _____.

Feelings Detective Puppets

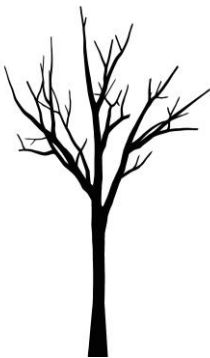


Week 3: Active Listening Exercise

Directions: Give each student a copy of the provided pictures. Ask students to listen carefully and point to each item (*big dog, black cat, little dog, nest with 3 birds, nest with 1 bird, white cat, etc.*)



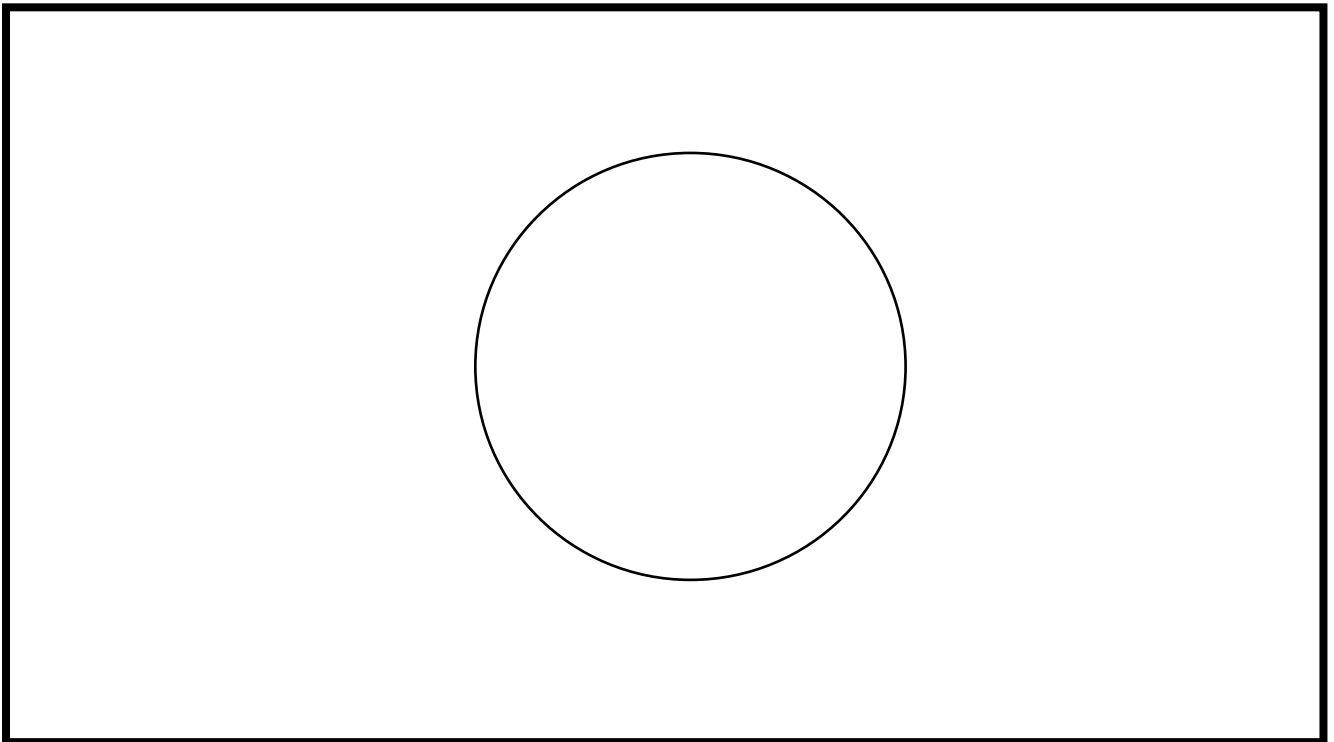
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Video Activity: Week 3

<p>Video 1</p>	<p>Feeling:</p>
<p>Video 2</p>	<p>Feeling:</p>
<p>Video 3</p>	<p>Feeling:</p>

Greetings Exit Ticket – How do you feel about greeting others?



Week 5: Intro Picture – *What is happening in this picture? What could we say to her to let her know you can help?*

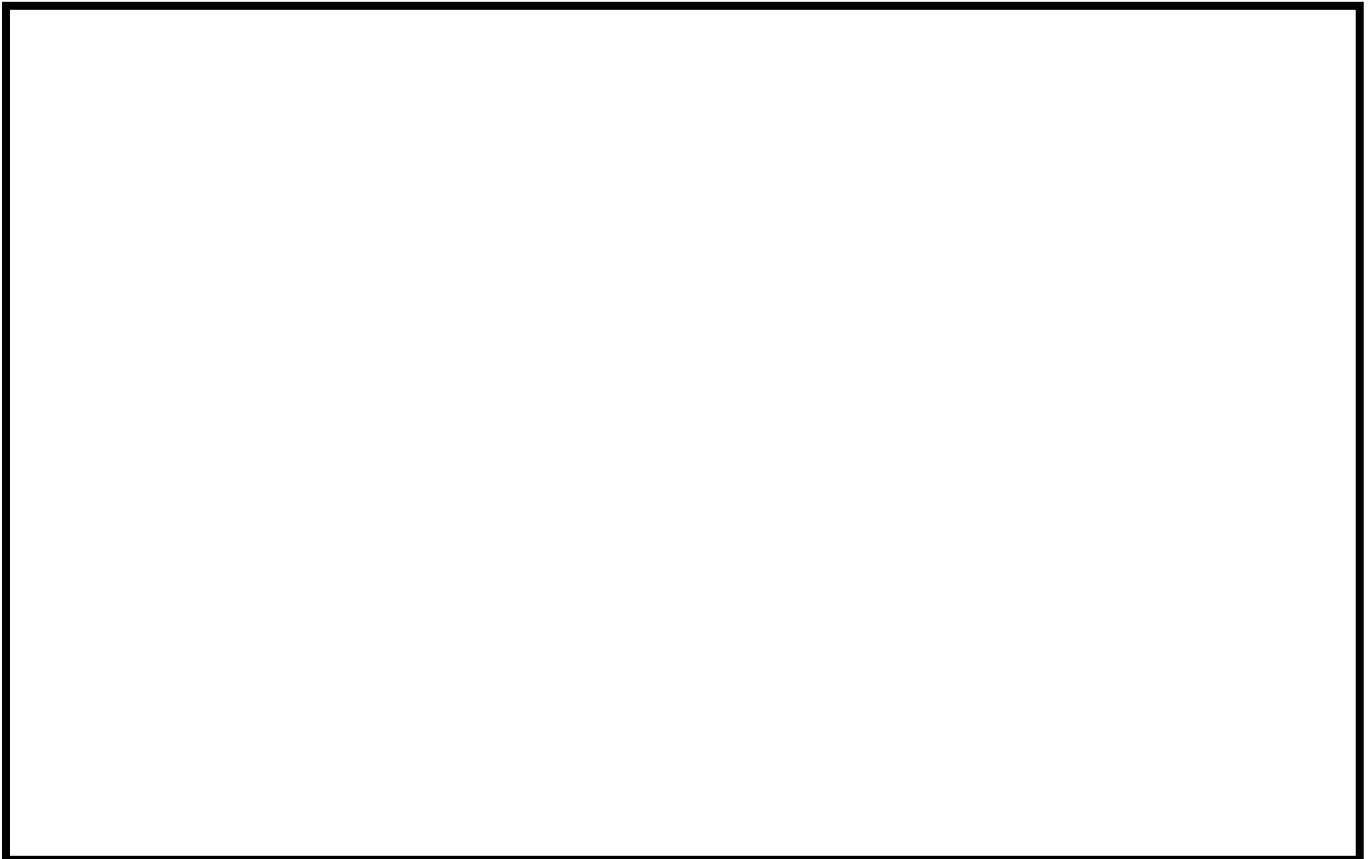


Week 5 Helping Pictures

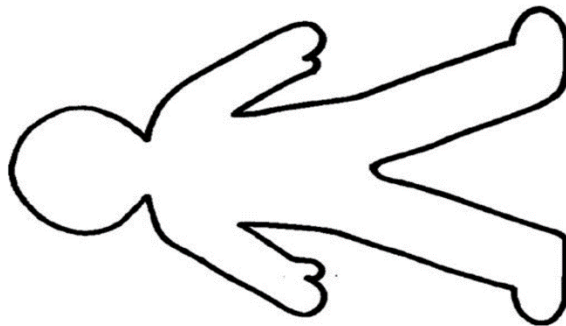
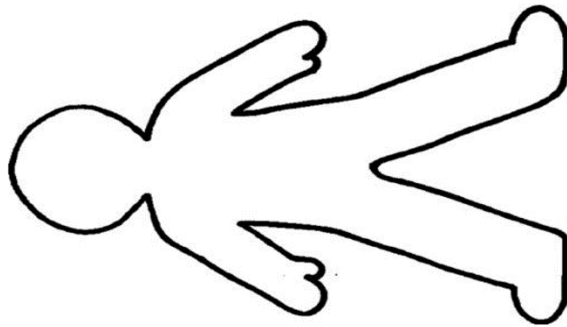
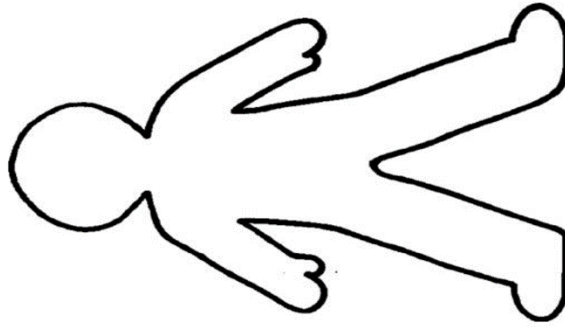


I Can Help Others!

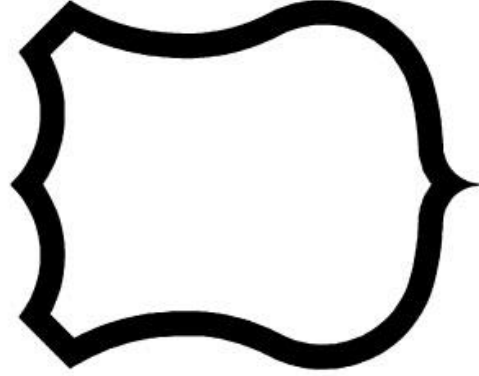
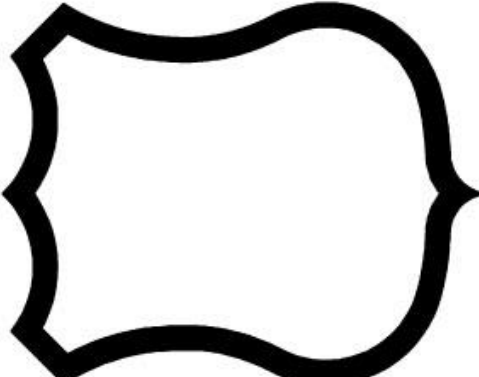
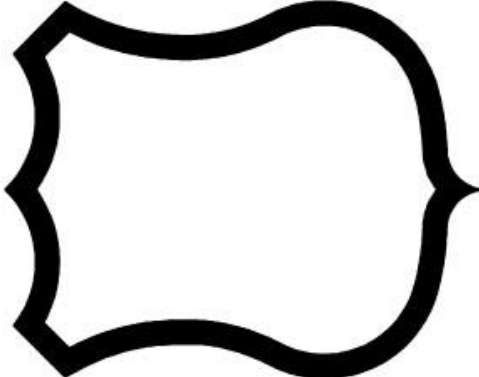
By: _____







Blank Detective Badges – Optional for Weeks 1-6. Write on badges as desired to indicate weeks, skills learned, etc.



Appendix D: Recommended and Alternate Texts

Weeks 1 & 2: Feelings

Kane, J. (2005). *The Way I Feel*. Seattle, WA: Parenting Press.

Bang, M. (2004). *When Sophie Gets Angry*. New York, NY: Scholastic.

Rashka, R. (2014). *Yo, Yes!* New York, NY: Orchard Press.

Willems, M (2018).. *My New Friend Is So Fun*. New York, NY: Scholastic

Newman, L. (2017). *Sparkle Boy*. New York, NY: Lee & Low Books.

Week 3: Active Listening

DePaola, T. (2017). *Strega Nona*. New York, NY: Little Simon Publishing.

Doerrfeld, C. (2018). *The Rabbit Listened*. New York, NY: Dial Books for Young Readers.

Week 4: Greetings

Isadora, R. (2017). *Say Hello!*. New York, NY: Nancy Paulson Books.

Week 5: Helping Others

Gilen, L. & Swarner, K. (2016). *Good People Everywhere*. Portland, OR: Three Pebbles Press.

Stead, P.C. & Stead, E.E. (2010). *A Sick Day for Amos McGee*. New York, NY: Roaring Books Press.

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