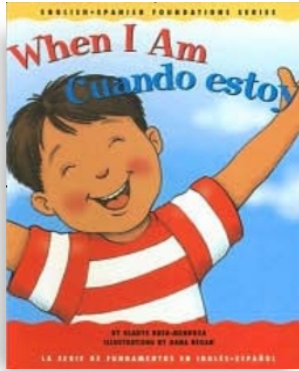


Book Nook

Using Books to Support Social Emotional Development



When I Am/Cuando estoy

By Gladys Rosa-Mendoza

When I am/Cuando Estoy is a board book for toddlers and preschoolers. The text is in both English and Spanish. Each page captures an emotion (happy, sad, tired, angry, bored, worried, frightened, surprised, and lonely) and what a child does when feeling that emotion. (Ages 2-5)

Examples of activities that can be used while reading *When I Am/Cuando estoy* and throughout the day to promote social emotional development:

- Make a Face Game: Using an empty square tissue box, cover it with paper and leave the top open. Place feeling cards inside the box. Feeling pictures are available on the CSEFEL website at (www.vanderbilt.edu/csefel). Allow children to take turns picking a feeling card from the box. Have the child make the face for the class and have the children try to guess the feeling.
- Feeling Faces Puzzles: Paste a full size feeling face (website: www.vanderbilt.edu/csefel) on a file folder making sure to glue down all sides! Cut the feeling faces into 2, 3 or 4 large pieces. Go back and check to see if areas of the page need to be re-glued. You can laminate or contact paper the pieces of the puzzle so they are more durable! Store each feeling Face Puzzle in a separate zip lock bag labeled with the emotion. Let the children attempt to put the puzzles together! To keep it organized, print the feeling faces on different colored paper, that way your puzzle pieces will be colored coded and easy to regroup if pieces accidentally get mixed up!
- Have children practice saying the feeling vocabulary words in both English and Spanish.
- Brown Bag “When I am...” Book: Make a “When I am” book for each child in the class! Use small brown paper lunch bags as the pages to the book. This book is going to be a ‘flip-the-flap’ book. Stack 5 bags on top of each other and staple the tops of the bags together so that the stapled section becomes the left side of the book to form the “spine”. The bottom of the bags will then be on the right side of the book and each page will have a flap to open and you will hide a picture underneath the flap. Make sure that the flaps will all open facing up on each page. On each page you will write a sentence: When I am _____. Then under the flap will be the “action the child could take”. For example, write on the page “When I am Tired...” and then under the flap write, “I take a nap”. Use pictures provided.



Reading the same book for several days in a row is a great way to provide opportunities for infants, toddlers, and preschoolers to develop a sense of competence and confidence, which is an important part of social and emotional development. They learn to turn pages, point to and label pictures, talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and even make up their own story! Try reading *When I Am/Cuando estoy* for several days in a row and use some of the ideas, activities, and teaching opportunities listed below to enhance social and emotional skills.

Feelings

Arrival:

Feeling Check in Chart: As the children are arriving to school, have them check in by telling you how they feel. See picture samples. (Feeling pictures available on the CSEFEL website at www.vanderbilt.edu/csefel.) Make a clothes-pin for each child with the child's photograph and name pasted onto the side. As the children arrive each day, help each child take their clothes-pin to the feeling chart and attach it to how they are feeling that morning. You could also make personalized individual charts by using the "this is how I feel poster" on the CSEFEL website and place Velcro next to each feeling face and allow the children to Velcro their individual picture next to the emotion that they are feeling.

Note: Feelings can change through out the day. Remind the children that even if they were sad when they arrived to school, that they might be happier later. If a child's feeling changes, then help him/her back to the feeling chart and assist in changing his/her name to the new feeling.



Circle:

I See Me Mirror Play: While re-reading the story, have each child hold a mirror. As you read each page have the children practice making their happy, sad, tired, angry, bored, worried, frightened, surprised, and lonely face to match the children's expressions in the book.

Feeling Song: Sing a song that discusses feeling. To the tune of Happy Birthday sing:

When I'm happy, I smile. When I'm happy, I smile. When I'm happy, I smile. When I'm happy, I smile.

When I'm sad, I frown...

When I'm mad, I scowl...

When I'm tired, I sleep...

When I'm bored, I find a friend...

When I'm worried, I talk to mom (or dad)...

When I'm frightened, my heart beats fast. When I'm frightened, my heart beats fast. When I'm frightened, my heart beats fast; and I hug my teacher.

When I'm surprised, I open my mouth. When I'm surprised, I open my mouth. When I'm surprised, I open my mouth; and take a deep breath.

When I'm lonely, I find a friend...

Book Nook

Centers:

Library: Classroom Feeling Book—Make a feeling book that includes pictures of the children in your class. Have children act out a different feeling and take a photograph of it. Paste the photograph to a file folder (several file folders can be combined together to form a durable book by punching holes on the fold and stringing them together to form a spine). Some possible photograph opportunities to add in your book could be: take a picture of a child smiling on the playground while a friend pushes him/her on the swing and add a caption: *I am happy when my friend helps me swing*; take a picture of children in the rocking boat together and laughing and add a caption to the book: *I laugh with my friend in the rocking boat*; when a child cries after falling down, snap a picture and write a caption (of course, only do this if your camera is immediately available and ask the child if it's ok to take their picture): *I cry when I get a boo boo*; etc.

Outside Play:

Draw feeling faces on rubber balls. Then ask a child to:

Throw the *mad* ball to a friend.

Kick the *happy* ball to a friend.

Put the *tired* ball in the basket.

Pass the *sad* ball to a friend.

Art:

Paper Collage: Have children cut out different feeling faces from magazines. Mix non-toxic glue and water together in a small bowl. Let the children put the pictures on top of a piece of paper and then take a paint brush and dip it in the glue solution and paint over their pictures covering them with the glue solution. The children can then hang up their collage of different feelings faces.

Snack Time:

Snack-able Faces: Talk about “when I am hungry; I eat.” And “when I am thirsty; I drink.” Let’s make snack fun! Use crackers, Oreos, peanut butter, raisins, small marshmallows, stick pretzels, and any other foods that you can make faces with. Let the children design different faces and then eat them. Talk about each emotion while they are designing them. If needed, have the feeling face cards available to look at and have the children try to copy the expressions.

Nap Time:

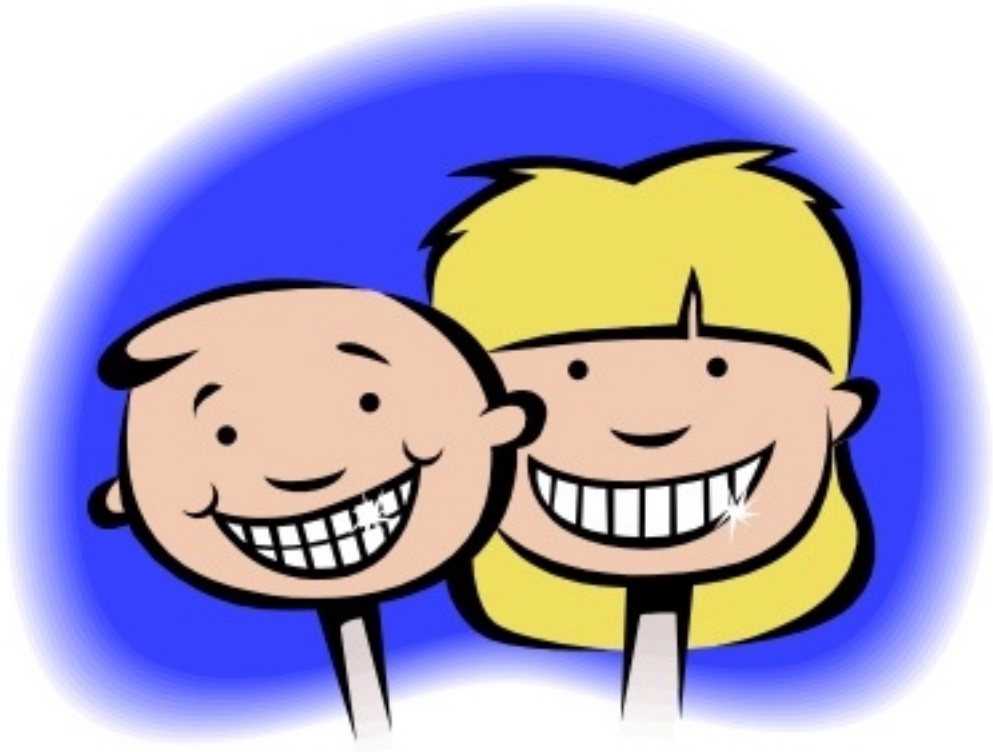
When I am Tired: Talk about “when I am tired; I take a nap or I go night-night.” Relate being tired to taking a nap just like the child in the book. Have each child find a tired baby doll or stuffed animal to take to their nap area and have them try to help their tired “friend” take a nap.

This Book Nook was developed by Anne Wimmer and Rochelle Lentini

When I am happy...



I smile.



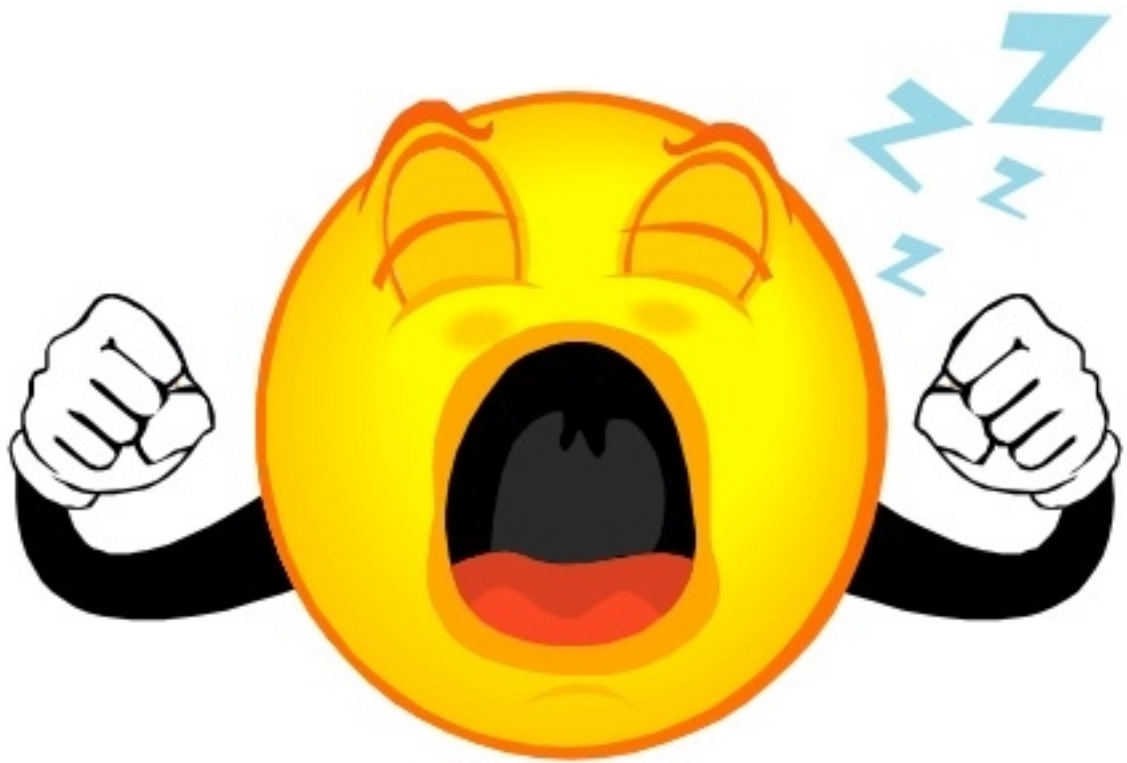
When I am hungry...



I eat.



When I am tired...



I take a nap.



When I am hot...



I get a drink.



When I am lonely...



I find a friend to play with.

