Write an encouraging note or positive comment to yourself about something you did with your child this past week that you feel really proud about!
Emotional Vocabulary is the ability to recognize, label, and understand feelings in one’s self and other.

To Enhance Emotional Vocabulary:
• Talk about your feelings.
• Say to your child, “Tell me how that makes you feel.”
• Teach new emotion words (e.g., frustrated, confused, anxious, excited, worried, disappointed).
• Talk about how characters in a book, video or on a TV show may feel.
• Reflect on specific situations and discuss feelings.
• Accept and support your child’s expression of feelings.
• Use books and art activities to talk about emotions.
• Talk aloud about your own feeling in a variety of situations.
• Describe how your child’s face looks or pictures of people in magazines and books.
• Pretend play with toy figurines, stuffed animals, or puppets and have them use “feeling words.”

Feeling words that 3-5 year olds who are developing language typically understand: (Joseph 2001; Ridge, Walters, & Kuejaz, 1985)

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<thead>
<tr>
<th>Affectionate</th>
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<tr>
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<td>Relieved</td>
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Embarrassed  Frustrated  Happy
Lonely  Loved  Mad
Nervous  Proud  Relaxed
Sad  Scared
Glad Monster Sad Monster

By Ed Emberley & Anne Miranda
Little Brown and Company, 1997

Glad Monster Sad Monster is a book about feelings with fun monster masks that children can try on and talk about times when they felt glad, sad, loving, worried, silly, angry and scared—just like the monsters! Each monster is a different color to represent specific emotions. For example, the yellow monster is glad when he gets to open presents, play ball, slurp ice cream and dance with his friend!

Examples of activities that can be used while reading Glad Monster Sad Monster and throughout the day to promote social and emotional development:

• While reading the story, pause and ask children if they feel the same way the monsters do. For example, do they feel glad when they get to play ball like the yellow monster? Ask what other kinds of things make them feel glad. Do they think the same kinds of things that make them feel glad would also make yellow monster feel glad?

• Show the monster masks while reading about each monster and have children talk about how they can tell what the monster feels by looking at his face. For example, Blue Monster has a frown on his face that makes him look like he might be feeling sad.

• After reading about each monster, have children try on the monster masks (or make their own monster masks and talk about times when they felt glad, sad, silly, etc.)

• Have children make glad monster/sad monster stick puppets. Give each child 2 blank paper circles (one yellow/one blue). Ask them to draw a glad monster face on the yellow circle and a sad monster face on the blue circle. Help them glue their monster faces back to back with a popsicle stick in the middle. Talk about or role play different situations and ask children to hold up their glad monster or sad monster puppet according to how they think the monster would feel. For example, explain that Purple Monster was playing with his favorite truck when Red Monster came and took it away because he wanted to play with it. Ask how they think that would make Purple Monster feel. Why? Have children think of other things that Red Monster could try if he wants to play with Purple Monster’s truck.

• Make a chart that shows each color monster and emotion from the book (yellow/glad, blue/sad, pink/loving, orange/worried, purple/silly, red/angry, green/scared). Encourage each child (& teacher!) to put a mark, write their name or place a sticker beside the monster that shows how they are feeling that day. Ask why they feel that way. With the help of the children, count the number of marks to see how many children feel glad, sad, silly, etc. Talk about/problem solve what they can do to change the way they feel if they marked that they are feeling worried or angry.
Reading the same book for several days in a row is a great way to provide more opportunities for children to feel confident and competent, which is an important part of social and emotional development. Children become able to 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 *Glad Monster Sad Monster* for several days in a row and use some of the ideas, activities and teaching opportunities listed below to enhance children’s social and emotional skills.

Talk about the monsters in the book. Ask children if they have ever seen a movie or read a different book about monsters. How did those monsters make them feel? Refer back to any books that you have read in class that had a monster. Ask the children if they can remember some of the emotions that the monsters felt in the book. What made the monsters feel this way?

**Music/Movement:** Have children create a name for 2 or 3 different monsters using feeling words (Hank the Happy Monster, Allie the Angry Monster, Wu-Ying the Worried Monster, Sam the Silly Monster, etc.). Write these on a chart that everyone can see. Together, talk about how each monster might move. For example, Hank the Happy Monster might skip around and jump for joy, while Allie the Angry Monster might move by stomping her feet and raising her arms above her head! Create a game by telling the children that when you call out the name of one of the monsters, everyone will move like that monster. You might want to play monster’s background music while you are all moving like the monsters!

**Art:** Let each child make a “feeling monster” by using a paper cup or toilet/paper towel tube and attaching various items to it (yarn, buttons, pipe cleaners, pom poms, ribbon, etc.). Children can make “feeling” faces on their monsters and give their monsters a feeling name! Talk to children about their monster—what is their monster feeling. Why does their monster feel that way? What happened? They can also write a story about their feeling monster and make their own book!

**Literacy/Writing:** Have children create their own *Glad Monster Sad Monster* Book. Have a copy of the book at the literacy/writing center. Remind children how each monster in the book talked about activities or events that made them feel a certain way. Children can pick which emotions they want to use for their book and then draw pictures of the monster as well as pictures of the things that make them feel that way. For example, children might pick the pink monster (loving), they would draw their “loving” monster and then draw things that make them feel loved such as being hugged by mom and dad, baking cookies with grandma, playing ball with dad, reading a book with mom, playing a game with their teacher, playing with their friend etc... Adults can help children write the words in their book to describe the pictures.
# Children’s Book List

**Session 4—Handout #16**

## Being a Friend

- **A Rainbow of Friends** by P.K. Hallinan (Ages 4-8)
- **Best Friends** by Charlotte Labaronne (Ages 3-5)
- **Can You Be a Friend?** by Nita Everly (Ages 3-6)
- **Can You Talk to Your Friends?** by Nita Everly (Ages 3-6)
- **Care Bears Caring Contest** by Nancy Parent (Ages 3-6)
- **Care Bears The Day Nobody Shared** by Nancy Parent (Ages 3-6)
- **Fox Makes Friends** by Adam Relf (Ages 3-5)
- **Gigi and Lulu’s Gigantic Fight** by Pamela Edwards (Ages 3-7)
- **Heartprints** by P.K. Hallinan (Ages 3-6)
- **How Do Dinosaurs Play with Their Friends** by Jane Yolen and Mark Teague (Ages 3-5)
- **How to be a Friend** by Laurie Krasny Brown and Marc Brown (Ages 4-8)
- **Hunter’s Best Friend at School** by Laura Malone Elliot (Ages 4-7)
- **I’m a Good Friend!** by David Parker (Ages 3-5)
- **I Can Share** by Karen Katz (Ages infant-5)
- **I Can Cooperate!** by David Parker (Ages 3-5)
- **I am Generous!** by David Parker (Ages 2-5)
- **I’m Sorry** by Sam McBratney (Ages 4-7)
- **It’s Hard to Share My Teacher** by Joan Singleton Prestine (Ages 5-6)
- **Jamberry** by Bruce Degan (Ages 2-5)
- **Join In and Play** by Cheri Meiners (Ages 3-6)
- **The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear** by Don & Audrey Wood (Ages 2-5)
- **Making Friends** by Fred Rogers (Ages 3-5)
- **Making Friends** by Janine Amos (Ages 4-8)
- **Matthew and Tilly** by Rebecca C. Jones (Ages 4-8)
- **Mine! Mine! Mine!** by Shelly Becker (Ages 3-5)
- **Mine! A Backpack Baby Story** by Miriam Cohen (Ages infant-2)
- **My Friend Bear** by Jez Alborough (Ages 3-8)
- **My Friend and I** by Lisa John-Clough (Ages 4-8)
- **One Lonely Sea Horse** by Saxton Freymann & Joost Elffers (Ages 4-8)
- **Perro Grande…Perro Pequeno/Big Dog…Little Dog** by P.D. Eastman (Ages 4-8)
- **The Rainbow Fish** by Marcus Pfister (Ages 3-8)
- **Share and Take Turns** by Cheri Meiners (Ages 5-8)
- **Sharing How Kindness Grows** by Fran Shaw (Ages 3-5)
- **The Selfish Crocodile** by Faustin Charles and Michael Terry (Ages 4-7)
- **Simon and Molly plus Hester** by Lisa John-Clough (Ages 5-8)
- **Sometimes I Share** by Carol Nicklaus (Ages 4-6)
- **Strawberry Shortcake and the Friendship Party** by Monique Z. Sephens (Ages 2-5)
- **Sunshine & Storm** by Elisabeth Jones (Ages 3-5)
- **Talk and Work it Out** by Cheri Meiners (Ages 3-6)
- **That’s What a Friend Is** by P.K. Hallinan (Ages 3-8)
- **We Are Best Friends** by Aliki (Ages 4-7)
Session 4

Positive Solutions for Families: Teach Me What to Do

Accepting Different Kinds of Friends

And Here’s to You by David Elliott (Ages 4-8)
Big Al by Andrew Clements (Ages 4-8)
The Brand New Kid by Katie Couric (Ages 3-8)
Chester’s Way by Kevin Henkes (Ages 5-7)
Chrysanthemum by Kevin Henkes (Ages 4-8)
Franklin’s New Friend by Paulette Bourgeois (Ages 5-8)
Horace and Morris But Mostly Dolores by James Howe (Ages 4-8)
I Accept You as You Are! by David Parker (Ages 3-5)
It’s Okay to Be Different by Todd Parr (Ages 3-8)
Margaret and Margarita by Lynn Reiser (Ages 5-8)

General Feelings

ABC Look at Me by Roberta Grobel Intrater (Ages infant-4)
“Baby Faces” books (most are by Roberta Grobel Intrater) (Ages infant-4)
Baby Faces by Margaret Miller (Ages infant-3)
Baby Senses Sight by Dr. S. Beaumont (ages infant -3)
Can You Tell How Someone Feels? (Early Social Behavior Book Series) by Nita Everly (Ages 3-6)
Double Dip Feelings by Barbara Cain (Ages 5-8)
The Feelings Book by Todd Parr (Ages 3-8)
Feeling Happy by Ellen Weiss (Ages infants -3)
Glad Monster, Sad Monster by Ed Emberley & Anne Miranda (Ages infant-5)
The Grouchy Ladybug by Eric Carle (Ages 1-6)
The Pout Pout Fish by Deborah Diesen (Ages 3-5)
The Three Grumpies by Tamra Wight (Ages 4-8)
Happy and Sad, Grouchy and Glad by Constance Allen (Ages 4-7)
How Are You Peeling: Foods with Moods/Vegetal como eres: Alimentos con sentimientos by Saxton Freymann (Ages 5-8)
How Do I Feel? by Norma Simon (Ages 2-7)
How Do I Feel? Como me siento? by Houghton Mifflin (Ages infant-4)
How I Feel Proud by Marcia Leonard (Ages 2-6)
How I Feel Silly by Marcia Leonard (Ages 2-6)
How Kind by Mary Murphy (ages 2-5)
I Am Happy by Steve Light (Ages 3-6)
If You’re Happy and You Know it! by Jane Cabrera (Ages 3-6)
Little Teddy Bear’s Happy Face Sad Face by Lynn Offerman (a first book about feelings)
Lizzy’s Ups and Downs by Jessica Harper (Ages 3-9)
My Many Colored Days by Dr. Seuss (Ages 3-8)
On Monday When It Rained by Cherryl Kachenmeister (Ages 3-8)
Proud of Our Feelings by Lindsay Leghorn (Ages 4-8)
See How I Feel by Julie Aigner-Clark (Ages infant-4)
Sometimes I Feel Like a Storm Cloud by Lezlie Evans (Ages 4-8)
Smudge’s Grumpy Day by Miriam Moss (Ages 3-8)
Session 4

Positive Solutions for Families: Teach Me What to Do

The Way I Feel by Janan Cain (Ages 4-8)
Today I Feel Silly & Other Moods That Make My Day by Jamie Lee (Ages 3-8)
The Way I Feel by Janan Cain (Ages 3-6)
What Makes Me Happy? by Catherine & Laurence Anholt (Ages 3-6)
What I Look Like When I am Confused/Como me veo cuando estoy confundido (Let's Look at Feeling Series) by Joanne Randolph (Ages 5-8)
When I Feel Frustrated by Marcia Leonard (Ages 2-6)
When I Feel Jealous by Marcia Leonard (Ages 2-6)
Lizzy’s Ups and Downs by Jessica Harper (Ages 3-9)
My Many Colored Days by Dr. Seuss (Ages 3-8)
On Monday When It Rained by Cherryl Kachenmeister (Ages 3-8)
Proud of Our Feelings by Lindsay Leghorn (Ages 4-8)
See How I Feel by Julie Aigner-Clark (Ages infant-4)
Sometimes I Feel Like a Storm Cloud by Lezlie Evans (Ages 4-8)
Smudge’s Grumpy Day by Miriam Moss (Ages 3-8)
The Way I Feel by Janan Cain (Ages 4-8)
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What Makes Me Happy? by Catherine & Laurence Anholt (Ages 3-6)
What I Look Like When I am Confused/Como me veo cuando estoy confundido (Let's Look at Feeling Series) by Joanne Randolph (Ages 5-8)
When I Feel Frustrated by Marcia Leonard (Ages 2-6)
When I Feel Jealous by Marcia Leonard (Ages 2-6)

Happy Feelings

Amadeus is Happy by Eli Cantillon (Ages 2-5)
Feeling Happy by Ellen Weiss (ages 2-5)
If You’re Happy and You Know it! by David Carter (Ages 2-6)
If You’re Happy and You Know It by Scholastic/Taggies book (Ages infant-2)
The Feel Good Book by Todd Parr (Ages 3-6)
Peekaboo Morning by Rachel Isadora (Ages 2-5)
When I Feel Happy by Marcia Leonard (Ages 2-6)

Sad Feelings

Let’s Talk About Feeling Sad by Joy Wilt Berry (Ages 3-5)
Franklin’s Bad Day by Paulette Bourgeois & Brenda Clark (Ages 5-8)
How I Feel Sad by Marcia Leonard (Ages 2-6)
Hurty Feelings by Helen Lester (Ages 5-8)
Knuffle Bunny by Mo Willems (Ages 3-6)
Sometimes I Feel Awful by Joan Singleton Prestine (Ages 5-8)
The Very Lonely Firefly by Eric Carle (Ages 4-7)
When I’m Feeling Sad by Trace Moroney (Ages 2-5)
Session 4
Positive Solutions for Families: Teach Me What to Do

Angry or Mad Feelings

- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst (Ages 4-8)
- Andrew’s Angry Words by Dorothea Lackner (Ages 4-8)
- Bootsie Barker Bites by Barbara Bottner (Ages 4-8)
- The Chocolate Covered Cookie Tantrum by Deborah Blementhal (Ages 5-8)
- How I Feel Frustrated by Marcia Leonard (Ages 3-8)
- How I Feel Angry by Marcia Leonard (Ages 2-6)
- Llama Llama Mad at Mama by Anna Dewdney (Ages 2-5)
- Sometimes I’m Bombaloo by Rachel Vail (Ages 3-8)
- That Makes Me Mad! by Steven Kroll (Ages 4-8)
- The Rain Came Down by David Shannon (Ages 4-8)
- When I’m Angry by Jane Aaron (Ages 3-7)
- When I’m Feeling Angry by Trace Moroney (Ages 2-5)
- When I Feel Angry by Cornelia Maude Spelman (Ages 5-7)
- When Sophie Gets Angry – Really, Really Angry by Molly Garrett (Ages 3-7)
- Lily’s Purple Plastic Purse by Kevin Henkes (Ages 4-8)

Scared or Worried Feelings

- Creepy Things are Scaring Me by Jerome and Jarrett Pumphrey (Ages 4-8)
- Franklin in The Dark by Paulette Bourgeois & Brenda Clark (Ages 5-8)
- How I Feel Scared by Marcia Leonard (Ages 2-6)
- I Am Not Going to School Today by Robie H. Harris (Ages 4-8)
- No Such Thing by Jackie French Koller (Ages 5-8)
- Sam’s First Day (In multiple languages) by David Mills & Lizzie Finlay (Ages 3-7)
- Sheila Rae, the Brave, by Kevin Henkes (Ages 5-8)
- Wemberly Worried by Kevin Henkes (Ages 5-8)
- When I’m Feeling Scared by Trace Moroney (Ages 2-5)
- When I Feel Scared by Cornelia Maude Spelman (Ages 5-7)

Caring About Others and Empathy

- Bear Feels Sick by Karma Wilson and Jane Chapman (Ages 3-5)
- Can You Tell How Someone Feels by Nita Everly (ages 3-6)
- Understand and Care by Cheri Meiners (Ages 3-6)
- When I Care about Others by Cornelia Maude Spelman (Ages 5-7)

Problem Solving

- Don’t Let the Pigeon Drive the Bus by Mo Willems (Ages 2-7)
- Don’t Let the Pigeon Stay Up Late! by Mo Willems (Ages 2-7)
- I Did It, I’m Sorry by Caralyn Buehner (Ages 5-8)
- It Wasn’t My Fault by Helen Lester (Ages 4-7)
- Talk and Work it Out by Cheri Meiners (Ages 4-8)
Self Confidence

ABC I like Me by Nancy Carlson (Ages 4-6)
Amazing Grace by Mary Hoffman (Ages 4-8)
Arthur’s Nose, by Marc Brown (Ages 3-8)
The Blue Ribbon Day by Katie Couric (Ages 4-8)
Can You Keep Trying by Nita Everly (Ages 3-6)
I Can Do It Myself (A Sesame Street Series) by Emily Perl Kingsley (Ages 2-4)
I’m in Charge of Me!, by David Parker (Ages 3-5)
I am Responsible!, by David Parker (Ages 3-5)
The Little Engine that Could by Watty Piper (Ages 3-7)
Susan Laughs by Jeanne Willis (Ages 4-7)
Too Loud Lilly by Sophia Laguna (Ages 4-7)
Try and Stick With It by Cheri Meiners (Ages 4-8)
26 Big Things Little Hands Can Do by Coleen Paratore (Ages 1-6)
The Very Clumsy Click Beetle by Eric Carle (Ages 3-7)
Whistle for Willie/Sebale a Willie by Erza Jack Keats (Ages 4-7)
You Can Do It, Sam by Amy Hest (Ages 2-6)

Good Behavior Expectations

Can You Listen with Your Eyes? by Nita Everly (Ages 3-6)
Can You Use a Good Voice? by Nita Everly (Ages 3-6)
David Goes to School by David Shannon (Ages 3-8)
David Gets in Trouble by David Shannon (Ages 3-8)
Excuse Me!: A Little Book of Manners by Karen Katz (Ages infant-5)
Feet Are Not for Kicking (available in board book) by Elizabeth Verdick (Ages 2-4)
Hands are Not for Hitting (available in board book) by Martine Agassi (Ages 2-8)
Hands Can by Cheryl Willis Hudson (ages 1-5)
I Tell the Truth! by David Parker (Ages 3-5)
I Show Respect! by David Parker (Ages 3-5)
Know and Follow Rules by Cheri Meiners (Ages 3-6)
Listen and Learn by Cheri Meiners (Ages 3-6)
No Biting by Karen Katz (Ages infant-5)
No David by David Shannon (Ages 3-8)
No Hitting by Karen Katz (Ages infant-5)
Please Play Safe! Penguin’s Guide to Playground Safety by Margery Cuyler (Ages 2-5)
26 Big Things Small Hands Can Do by Coleen Paratore (Ages 3-5)
Quiet and Loud by Leslie Patricelli (Ages 1-3)
Words Are Not for Hurting by Elizabeth Verdick (Ages 3-6)
Session 4  Positive Solutions for Families: Teach Me What to Do

Family Relationships

Are You My Mother? by P.D. Eastman and Carlos Rivera (Ages infant-5)
Baby Dance by Ann Taylor (Ages infant-4)
Because I Love You So Much by Guido van Genechten (Ages 2-5)
Counting Kisses by Karen Katz (Ages infant-5)
Full, Full, Full of Love by Trish Cooke (Ages 4-6)
Don’t Forget I Love You by Mariam Moss (Ages 2-7)
Guess How Much I Love You by Sam McBratney (Ages infant-5)
Guji Guji by Chih-Yuan Chen (Ages 5-8)
How Do I Love You? by P.K. Hallinan (Ages infant-5)
I Love it When You Smile by Sam McBratney (Ages 3-5)
I Love You All Day Long by Francesca Rusackas (Ages 3-5)
I Love You: A Rebus Poem, by Jean Marzollo (Ages 1-6)
I Love You the Purplest, by Barbara M. Joose (Ages 4-8)
I Love You Through and Through by Bernadette Rossetti-Shustak (Ages 1-5)
The Kissing Hand by Audrey Penn (Ages 3-8)
Koala Lou By Mem Fox (Ages 4-7)
Mama, Do You Love Me/?Me quieres, mama? By Barbara Joosse (Ages 3-6)
More, More, More, Said the Baby: Three Love Stories by Vera B. Williams Morrow
(Ages infant-3)
No Matter What by Debi Gliori (Ages 2-5)
Owl Babies by Martin Waddell (Ages 3-7)
Please, Baby, Please by Spike Lee (Ages infant-5)
Te Amo Bebe, Little One by Lisa Wheeler (Ages infant-3)
You’re All My Favorites by Sam McBratney (Ages 5-7)

Bullying/Teasing

A Weekend with Wendell, by Kevin Henkes (Ages 4-8)
The Berenstain Bears and the Bully by San and Jan Berenstain (Ages 4-7)
Big Bad Bruce by Bill Peet (Ages 4-8)
Chester’s Way by Kevin Henkes (Ages 5-7)
Coyote Raid in Cactus Canyon by J. Arnosky (Ages 4-8)
Gobbles! by Ezra Jack Kets (Ages 4-8)
Hats by Kevin Luthardt (Ages 3-6)
Hooway for Wodney Wat! by Helen Lester (Ages 5-8)
Hugo and the Bully Frogs by Francesca Simon (Ages 3-7)

Grief and Death

The Fall of Freddie the Leaf by Leo Buscaglia (Ages 5-adult)
Goodbye Mousie by Robert Harris (Ages 3-8)
I Miss You by Pat Thomas (Ages 4-8)
The Next Place by Warren Hanson (Ages 5-adult)
Sad Isn’t Bad: Grief Guidebook for Kids Dealing with Loss Series by Michaelene Mundy (Ages 5-8)
Session 4 – Activity #17
Children’s Book Activity

Using Children’s Books to Promote Your Child’s Social-Emotional Development

Read the book with your partner.

Did you like the book? Why?

What kinds of emotional words or feeling words are in the book?

What kinds of fun activities could you do with your child based on the book?
Session 4 – Handout #18

Turtle Technique

(Includes Picture Cues, Tucker Turtle Story, Teaching Tips, and Puppet Pattern)

**Step 1**

**Step 2**

**Step 3**

**Step 4**
Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist families with teaching the “Turtle Technique”
By Rochelle Lentini
Adapted for Families September 2006

Tucker Turtle is a terrific turtle. He likes to play with his friends at the park and in his backyard.
But sometimes things happen that can make Tucker really mad.
When Tucker got mad, he used to hit, kick, or yell at his friends. His friends would get mad or upset when he hit, kicked, or yelled at them.
Tucker now knows a new way to “think like a turtle” when he gets mad.
He can **stop** and keep his hands, body, and yelling to himself!
He can **tuck** inside his shell and **take 3 deep breaths to calm down.**

1..

2..

3..

Step 3
Tucker can then **think of a solution** or a way to make it better.
Tucker’s friends are happy when he plays nicely and keeps his body to himself. Friends also like it when Tucker uses nice words or has an adult help him when he is upset.
The End.
Teaching Tips on the Turtle Technique

Tucker’s friends are happy when he plays nicely
- Model remaining calm.
- Teach your child the steps of how to control feelings and calm down (“think like a turtle”).
  - Step 1: Recognize your feeling(s).
  - Step 2: Think “stop.”
  - Step 3: Tuck inside your “shell,” and take 3 deep breaths.
  - Step 4: Come out when calm, and think of a “solution.”
- Practice steps frequently.
- Prepare for and help your child handle possible disappointment or change and “to think of a solution.”
- Recognize and comment when your child stays calm.

TURTLE TECHNIQUE
Session 4—Handout #19
Problem Solving

Create opportunities to problem solve by setting up situations:
For example, say, “I keep putting my keys where I can’t find them and then we have to look for them. I have a problem; what do you think would be a good solution?”

Ask your child which solution to use for problems that arise.
Pause in a story, and ask your child to think of a solution.
Use puppets to discuss hypothetical problems that your child may have encountered in the past.

Encourage your child to think of as many different solutions as he/she can. This is a time to brainstorm with your child and help him/her find solutions. Do not criticize; instead, have him/her think about what would happen: Would it be safe? Would it be fair? Would everyone involved be OK with it?

What is my problem?
Think. Think. Think. of some solutions.
What would happen?
Give it a try!

Step 1  Step 2  Step 3  Step 4
Session 4 – Activity #20
Emotional Vocabulary Skills

Try 3-5 emotional vocabulary strategies/ideas this week

<table>
<thead>
<tr>
<th>What I Tried</th>
<th>What Happened</th>
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Session 4 – Activity #21
Things to Try at Home!
Measuring Behavior at Home

Observation Three: Clearly define the problem

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<th>Describe the Challenging Behavior</th>
<th>Number of times behavior occurred</th>
<th>How long the behavior lasted</th>
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What Happened Before?
- ___ Told or asked to do something
- ___ Changed or ended activity
- ___ Removed an object
- ___ Object out of reach
- ___ Not a preferred activity
- ___ Child requested
- ___ Playing alone
- ___ Moved from one activity/location to another
- ___ Told “No”, “Don’t”, “Stop”
- ___ Attention given to others
- ___ Difficult task/activity
- ___ Other (specify) __________________

What Happened After?
- ___ Given social attention
- ___ Given an object/activity/food
- ___ Removed from activity/area
- ___ Ignored
- ___ Put in “time-out”
- ___ Punished or scolded
- ___ Request or demand withdrawn
- ___ Request or demand delayed
- ___ Given assistance/help
- ___ Other (specify) __________________

Purpose of Behavior:
To Get or Obtain:
- ___ Activity ___ Attention
- ___ Object ___ Food
- ___ Person ___ Place
- ___ Help
- ___ Other (specify) __________________

To Get Out Of or Avoid:
- ___ Activity ___ Attention
- ___ Object ___ Food
- ___ Person ___ Place
- ___ Demand/Request ___ Transition
- ___ Other (specify) __________________

Observation Three
Questions, concerns, unusual events: