

I Was So Mad

By Mercer Mayer

Mercer Mayer's very popular Little Critter stars in a picture book about feeling angry. The book shows the Critter family saying no to everything Little Critter wants to do. He can't keep frogs in the tub. He can't help paint the house. Finally, mad at the world, Little Critter announces he will run away. When pals come by and ask him to come and play baseball, our young hero's mood quickly changes. Explore the emotion of anger and use this book as a tool to guide discussions on appropriate behaviors and responses to anger.

Video:

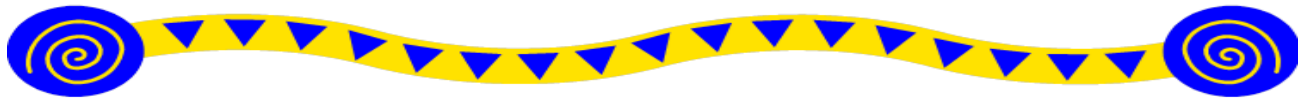
<http://www.youtube.com/watch?v=R8fNoDjYXtU>

Parent Activity

Reading the Story

Important talking points to cover before reading the book:

- As you introduce the book and title, ask your children if they ever get mad?
- Ask them to think of other words that describe the feeling mad.
- Ask them to identify a time when they were mad?
- Ask your children what types of things make them mad and how they act when they are mad?
- Explain to your children that everyone gets mad. Tell your children what you do when you are feeling mad.
- Ask your child if they get mad when they are told they cannot do something they want to do?
- Continue by explaining that there are times when they are not allowed to do something, and there is usually a reason. Go on to discuss appropriate ways to respond when they are denied the ability to do a preferred activity. Ask them if it is okay to be mean, hurt themselves, or hurt others when they are upset or mad?
- Have the children identify better ways to respond when mad. Practice that daily through role play activities and scenario discussions.



- Explain to the children there are ways to manage their anger. Ask the children to identify ways they make themselves feel better when mad. Discuss what you do when you are mad.

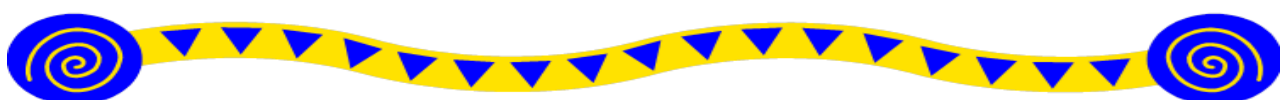


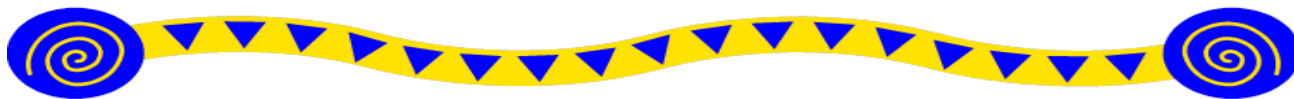
Story Time: Starting your bed-time routine by reading a book is a great opportunity to start the curriculum and introduction of emotional literacy. Use this time to use the talking points provided above and to read the book to your children. After completing the talking points and reading the book, allow your children to practice feelings identification by reviewing the feelings that Little Critter displayed in the book. Show the children a page in the book and ask them to identify the feeling being displayed. You can continue this discussion by asking your child to identify times in their life (maybe even earlier in the day at school) when they were mad, happy, sad, etc. Ask your child to describe the event, what happened, what they did, how they responded, what they should have done, and what they will do in the future during similar circumstances. This is a great opportunity to practice enhancing your child's problem solving abilities.

Activity Time: Continue to connect school and home by using this art activity. This activity was completed at school, and can be continued in the home to ensure skills and knowledge are generalized into various settings. Host a family art activity to reinforce emotional literacy and the literature. Make sure to have the book handy to continue discussion. Remind your children that anger is a normal emotion, but we have to find better ways to handle our feelings.

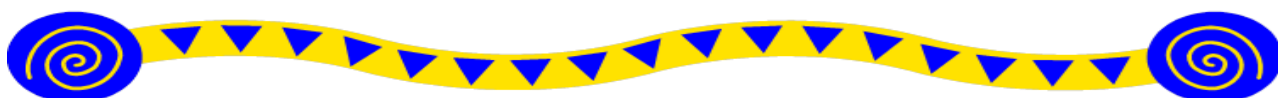
Materials needed: construction paper with face template (face template available below), Popsicle sticks, colors/markers/ other art mediums, and glue. Each child will have a piece of art paper with a face template drawn (on the front and the back).

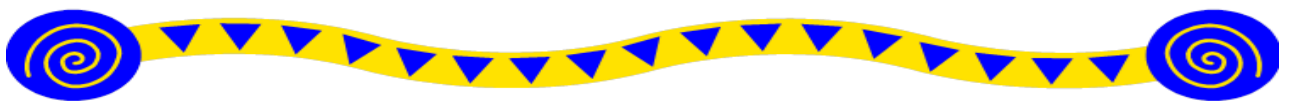
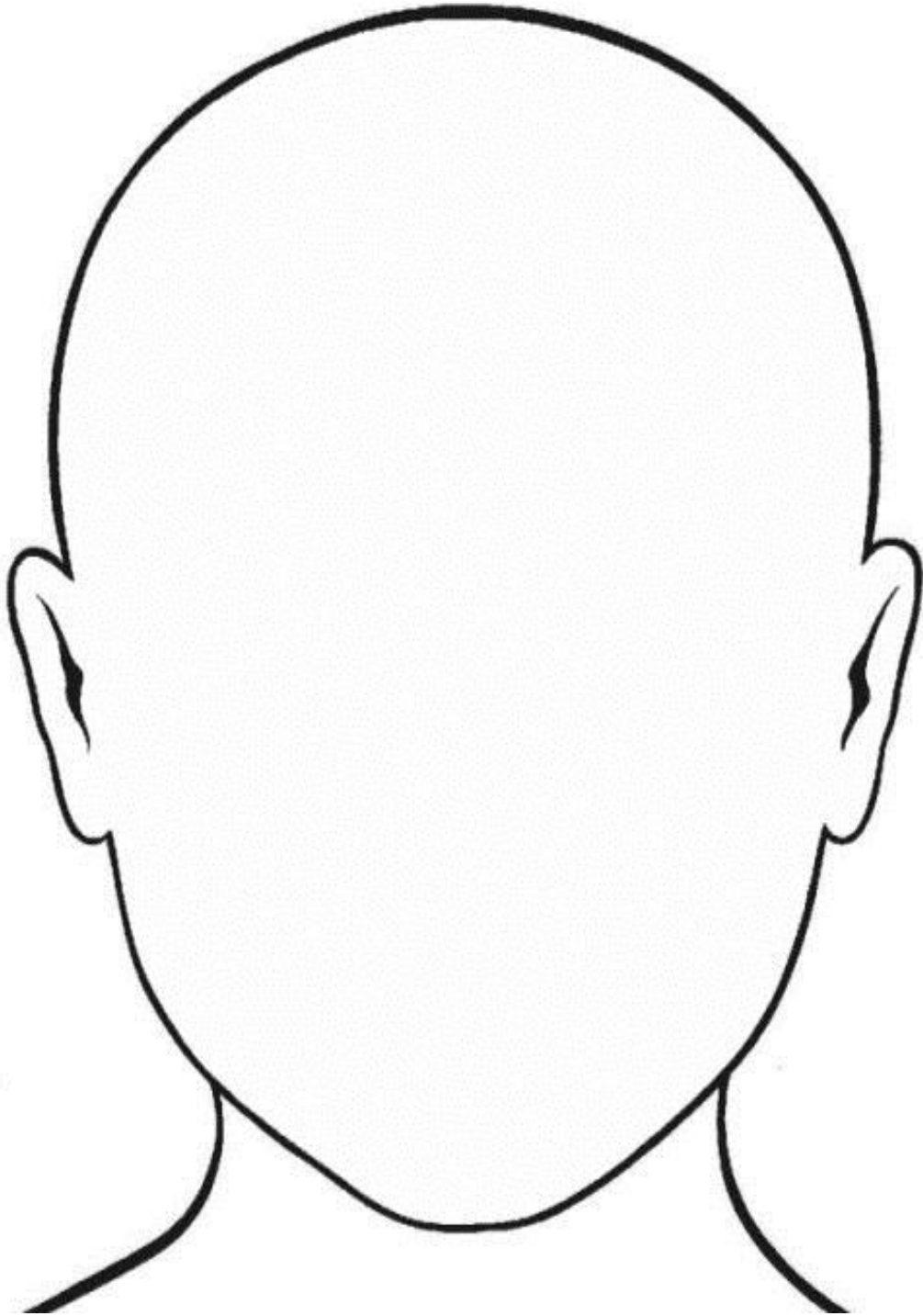
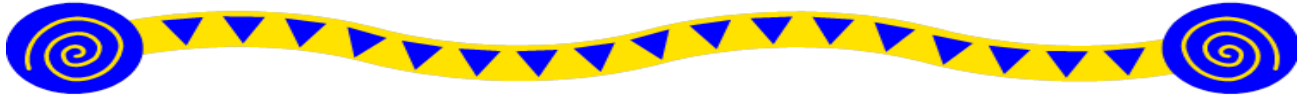
Directions: Tell your children to draw their face as angry on one side, and as happy on the other side. Allow your children to draw their faces using available art materials. You may have to prompt the children to show examples of "feelings faces." After the children have completed their feelings, allow them to cut out the face, and glue the face to a Popsicle stick. Allow the faces to dry and then use these as a way to monitor your child's knowledge and comprehension of emotions. Use the scenario cards below. Read them aloud and have your children hold the finished faces that would be appropriate in that situation. Practice the skill before you start. Give them a sample scenario and monitor their responses with the faces...if you notice some of the children did not respond correctly provide them another prompt, and/ or use their response as a talking point to identify appropriate emotional responses for the described situation.





Family Time: Use your family time to play a new game....Play Feeling's Charades. Feelings charades is another great game to play with your children. This teaching tool will assist children with being more in tune with their own bodies as well as being empathetic to others and the emotions others may be experiencing. In feelings charades each person takes a turn. The person silently chooses a "feeling" from the feelings chart (see below). The child, with help of the parent/ adult, silently reviews the feeling word/ face they picked, and then acts that feeling out without using words...with simply using motions and facial expressions. The other family members take turns guessing the emotion being acted. This gets children focused on body cues and body language. This teaches children to empathize with others by observing and appropriately responding to others emotional states. Empathy training is vital to healthy relationships and appropriate social interaction.







My friend does not want to play with me on the playground...



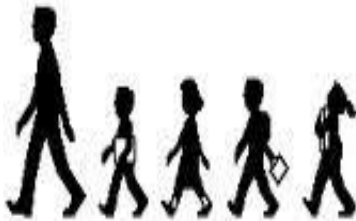
I want to play dolls, but no one else wants to play dolls....



A friend in my class accidentally stepped on my foot....



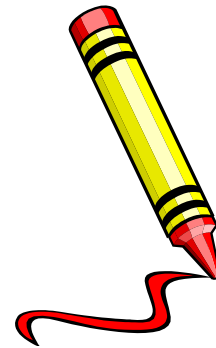
I did not get picked for the line leader today...



I spilled my juice during snack time...



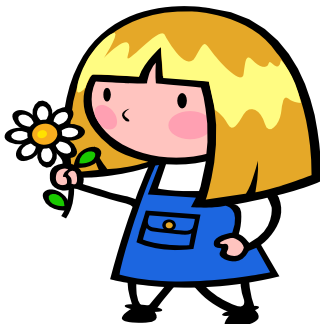
I broke my red crayon...



I wanted to play
outside, but it started
to rain....



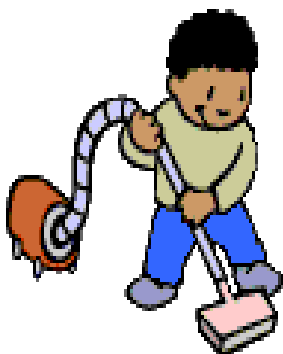
My friend said she
liked my dress...



I earned a star for
being a good listener...



I helped my teacher
pick up the mess...



I want the toy truck,
but someone else is
playing with it...



My teacher said she is
proud of me...





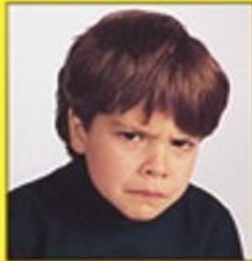
Emotions



happy



sad



angry



excited



afraid



shy



guilty



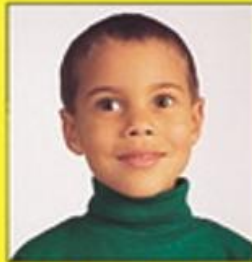
tired



jealous



loved



hopeful



bored



proud



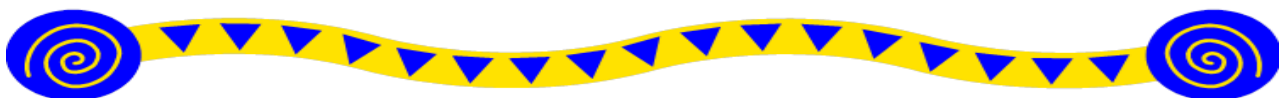
sorry

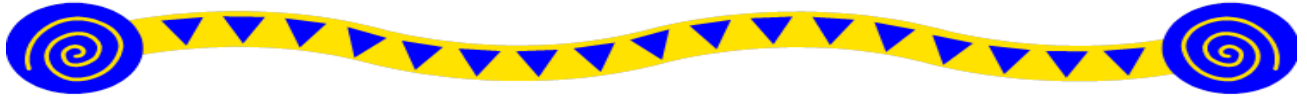


embarrassed



surprised





This Book Curriculum was developed by Dr. Susan Elswick. Dr. Elswick is a Clinical Assistant Professor at the University Of Memphis Department Of Social Work. She received her master's in social work from the University of Tennessee in 2006, and her doctorate in Special Education with a specialty in Applied Behavior Analysis from the University of Memphis in 2011. She is a Licensed School Social Worker in Tennessee, a Licensed Clinical Social Worker, and she runs a small private practice that provides in home social work and behavior analytic programming for families in the surrounding area. Prior to joining the faculty at the University Of Memphis Department Of Social Work she was a school-based social work clinician for 10 years. One of her research interests includes the use of early intervention programming to enhance emotional literacy in order to curb child maladaptive behaviors to improve social and educational outcomes.

