

## 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:

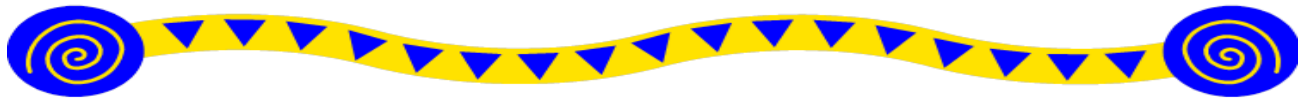
<http://www.youtube.com/watch?v=R8fNoDjYXtU>

Teacher Curriculum

### Reading the Story

#### Important talking points to cover before reading the book:

- As you introduce the book and title, ask the 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 the children what types of things make them mad and how they act when they are mad?
- Explain to the children that everyone gets mad. Tell the children what you do when you are feeling mad.
- Ask the children 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.

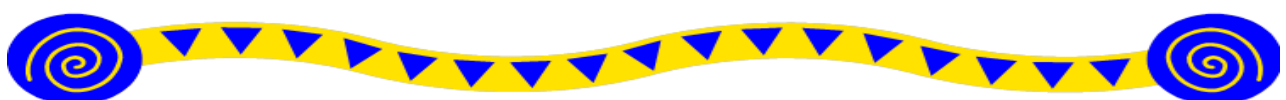
**Circle Time:** During circle time/ morning meeting is a great opportunity to start the curriculum and introduction of the book. Use circle time as an opportunity to use the talking points provided above and to read the book to the children. After completing the talking points and reading the book, allow the children to practice feelings identification by reviewing the feelings that Little Critter displayed in the book. Show the children a page in the book, ask them to identify the feeling being displayed, and then have them show you their version of that feeling (facial expressions..."Everyone show me their angry face.").

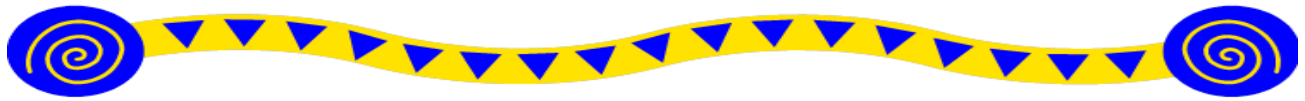
**Art:** During your class art time continue to reinforce emotional literacy and the literature by incorporating the book theme into an art activity. Make sure to have the book handy to continue discussion. Remind the children that anger is a normal emotion, but we have to find better ways to handle 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: The children will be directed to draw their face as angry on one side, and as happy on the other side. Allow the 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 the children to cut out the face (this will work on fine motor skills). Once the face is cut out, direct the children to glue the face to a Popsicle stick. Allow the faces to dry and then use these as a way to gauge the child's knowledge and comprehension of emotions. This is an active student response activity. Have all children hold their finished faces and direct them to raise the appropriate face when you read aloud a scenario (scenario cards are available below). 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 the prompt again, have a peer model the task, and try again. Active student response is a great way to monitor student progress, comprehension, and will allow you to target certain children for differentiated instruction.

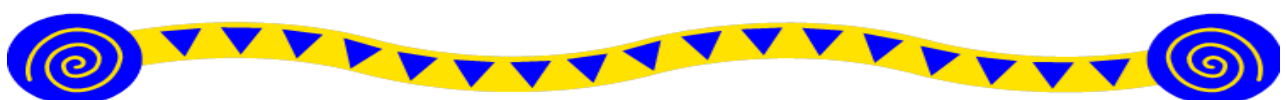
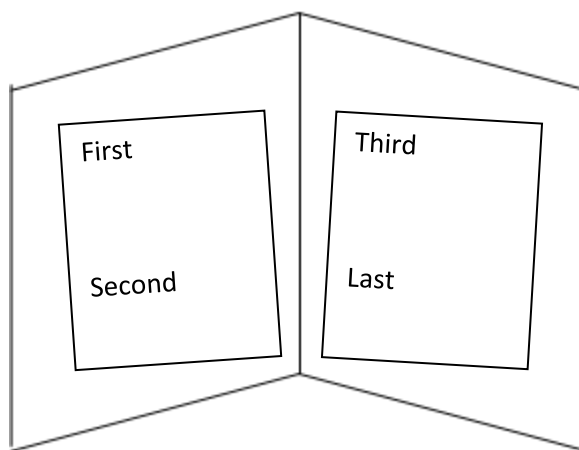
**Music/Movement:** During the music activity, allow all children to have access to a musical instrument available within your classroom (drum, bells, tambourine, hands, etc). Remind the children about the book by having the book visible and asking comprehension questions about the book and anger. Remind the children again that anger is a natural emotion, but we need to manage our feelings in a positive manner. Tell the children that you are going to say a feeling word aloud, and the children need to interpret what that feeling would sound like on their instrument. You will need to provide an example and model this initially. Tell the children that if





you were happy, happy would sound like this (use short staccato hits on a drum at a fast pace). You can then show them another feeling. Tell the children if you were sad, sad would sound like this (use slow, hard hits on the drum). You can use the scenario cards available below or allow the children to give you examples of things in their lives that have resulted in feelings and then allow them to show how that would sounds on their instrument. Then have the group join in with the feeling sound on their instrument. Children LOVE this activity!

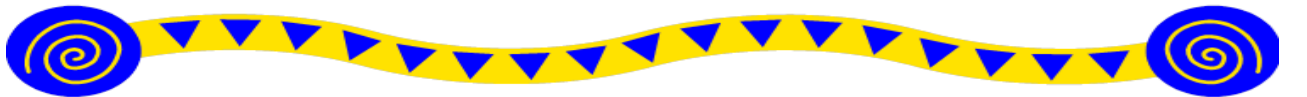
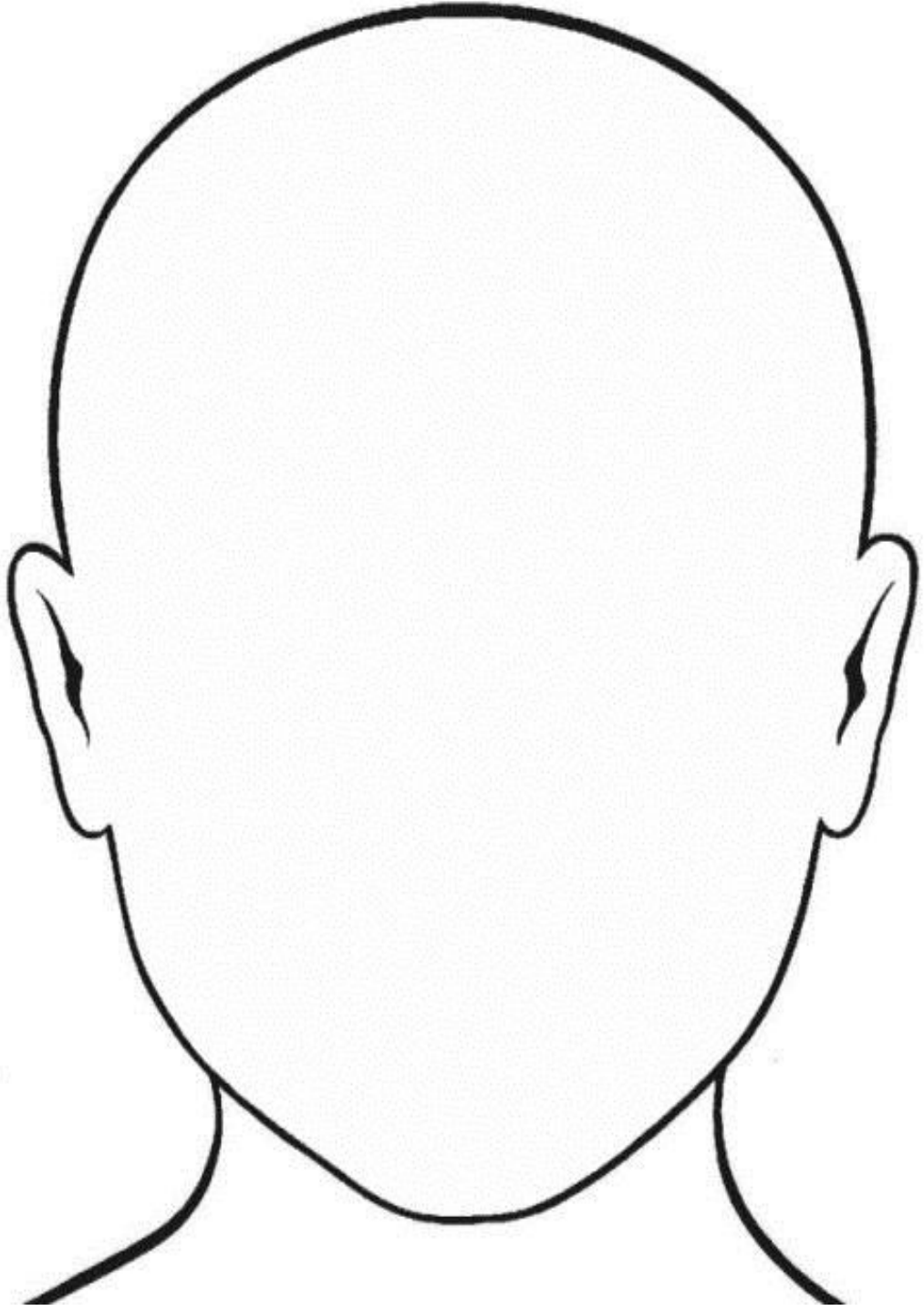
**Writing/ Language Centers:** Create independent work folders for sequencing and writing (some materials provided below). Discuss the sequencing in the book. Ask the children when Little Critter was mad...at the beginning, middle, or end of the book? Then discuss the concept of sequencing. Discuss other examples of sequencing found in the book. The writing center will have access to independent folders that include sequencing tasks, sight word prompts, and a place to practice writing. There is an example of a snowman sequencing task below. Take several sequencing activities, cut them out, laminate them, and place them in an independent work folder. The independent activities can be used as an independent work rotation in your classroom. The completed folders are great permanent products of the student's ability and comprehension of the task. Materials needed: file folder (one per independent task), sticky Velcro, white copy paper, business-sized envelope or plastic bag (attached to folder for piece storage), and a laminating machine. Assembly: Print out pictures below and laminate, put Velcro on the back of each sequencing picture, on the folder have the words First, Second, Third, and Last (or you can use numbers 1-2-3-4). The student takes the pictures in the sequence and places them in the right order in the file folder. You can also provide a space for them to copy the words, letters, or numbers (use a dry erase marker for this and the activity can be cleaned and reused in the future).





**Math:** Incorporate this book and emotional literacy into a math activity. During your math center, have the children graph different feelings. Ask the children in the group to raise their hand if they have ever felt mad, sad, glad, scared, worried, etc. Allow the children to count how many people had these feelings by making tally/ hash marks on their page. After they collect the tallies have them translate the tallies into numbers, and translate the numbers into a bar graph. Explain how all of these show the same information in different forms. (tally/ hash marks, number, and bar graph template available below).





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



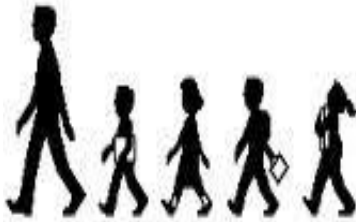
I want to play dolls, but no one else wants to play dolls...



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...



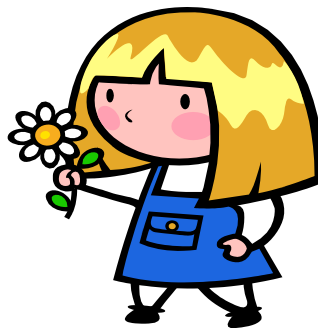
I broke my red crayon...



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



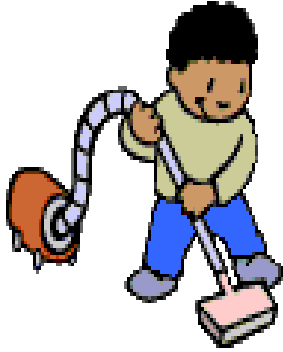
My friend said she liked my dress...



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...

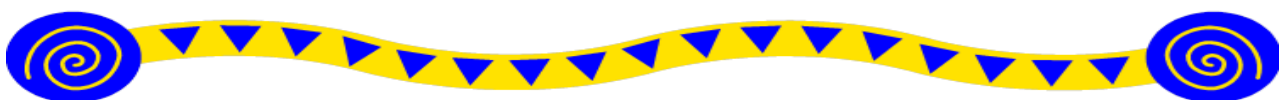
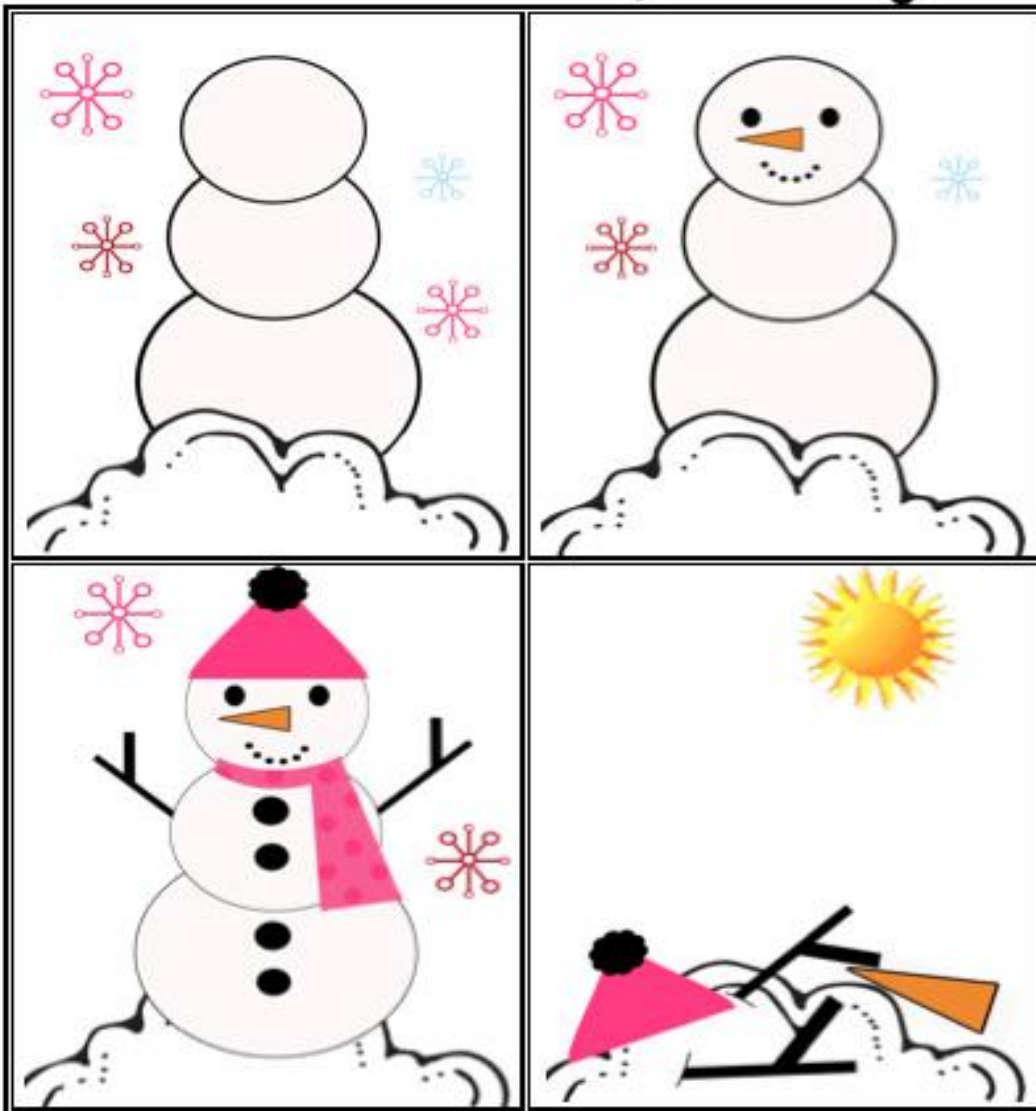


My teacher said she is  
proud of me...





# snowman sequencing







Mad

Tally

Number

Graph

Sad

Tally

Number

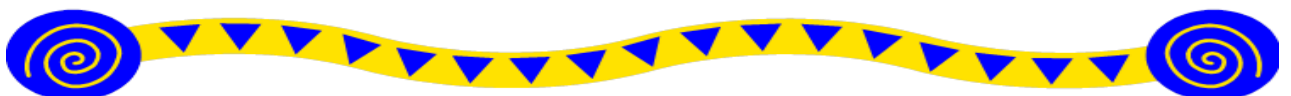
Graph

Glad

Tally

Number

Graph





*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.*

