

My Many Colored Days

By Dr. Seuss

This book uses a spectrum of vibrant colors and a menagerie of animals to depict the range of human moods and emotions found in the human life cycle. Here is a wonderful way for parents to talk with children about their feelings. Expressive paintings reveal such striking images as a bright red horse kicking its heels, a cool and quiet green fish, a sad and lonely purple dinosaur, and an angry howling black wolf. Use this book as a catalyst for identifying and discussing feelings and emotions!

Video:

<http://www.youtube.com/watch?v=Lum83DLPXlw>

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 have ever felt mad, sad, or glad.
- As you introduce the book and title, ask the children to name as many feelings as they can.
- Explain to the children that everyone has feelings and we all show our feelings in different ways. Tell the children all feelings are normal, but we must learn to monitor the way we treat others when we have bursts of emotions.
- Ask the children to identify a time when they felt happy, sad, mad, silly, etc.
- Ask the children what types of things make them feel this way.
- Explain that the story describes feelings through the use of vivid colors, animals, and words.
- Ask the children to identify what color they think of when they hear the word HAPPY. Identify colors for multiple feelings. Explain how the book shows feelings through the use of color.



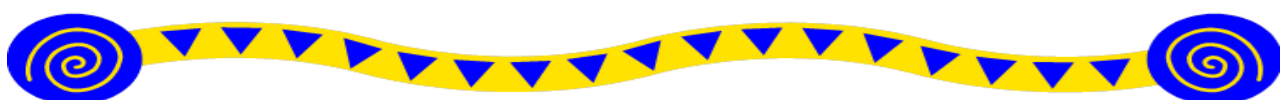


Circle Time: During circle time/ morning meeting is a great opportunity to start the curriculum and introduce the book. Use circle time to use the talking points provided above and to read the book to the children. Have a feelings chart available for children to see (one provided below). Cover (by reading and defining) all of the feelings before having the children identify their own. After completing the talking points and reading the book, allow the children to practice feelings identification by having the students identify how they feel round-robin style. Laminate the “Feelings Check-In Sheet” provided below. When each child describes their feeling have them post a tally mark beside that feeling. This activity can also assist in teaching other skills such as counting, comparing, and identifying how others may be feeling.

Music/Movement: During music time have each child sit around in a circle and provide them each some type of musical instrument. This activity is a type of music therapy activity. Explain to the children that they are going to use their musical instruments to play feelings. As an example tell the children that when you think of sad you believe it would sound slow and long when played on a drum....then play slow, long beats on a drum. Show the children as a model and then have the children play “sad” on their instruments. Then announce another feeling. “Everyone play what MAD would sound like on your instrument.” Then everyone plays MAD on their instruments. You could have children model each emotion one at a time before having the group play the emotion. Children love music therapy activities and will be engaged in this learning activity.

Writing/ Language Centers: Use the writing center to practice feelings identification, writing skills, and matching skills. Create independent folders for this writing center rotation. For this you will need a manila folder (laminated), three circles (used to draw in faces to represent the emotions sad, mad, and glad), separate letters for the words sad, mad, and glad, Velcro pieces, and a dry erase marker. To create this independent folder use the circles below, the letters below, and the tablet lines.(See a completed sample template below). The folder is presented to the child and the child is instructed to draw a mad face, a sad face, and a glad face on the circles. Once the faces are completed the child must match the letters under each face to spell the feelings mad, sad, and glad (the letters are laminated and a piece of Velcro is on the back of each letter so that it will stay in place). Once the words are spelled correctly the child is instructed to take the dry erase marker and copy the words mad, sad, and glad on the tablet line below the spelled word. You will need to explain the independent writing center to the child and this specific task the first few times it is presented to ensure that the child understands the skills being assessed and how to complete the independent folder. Once the folder is completed it is placed to the side to be reviewed by the teacher while the child moves on to another independent writing folder. This is a great permanent product that can be used for purposes of individualized assessment of classroom skills.

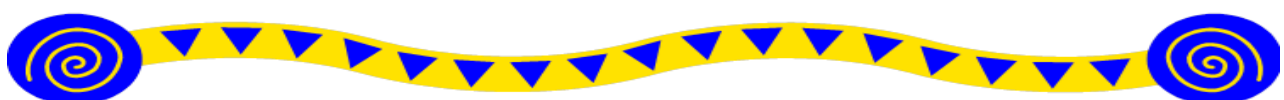
Game Play Time: Feelings charades-This is another great game to play with your children. This teaching tool will assist children with being more in tune with their own bodies as well as being empathetic to others and the emotions others may be experiencing. In feelings charades each





person takes a turn. The person draws a “feeling” from the bag (numerous feeling words with appropriate faces displaying those feelings are previously written on slips of paper and dropped into a bag...this too can be an activity for identifying words for feelings so to enrich your student’s feelings vocabulary). The child, with help of the teacher, silently reviews the feeling word/ face they drew from the bag, and then acts that feeling out without using words...with simply using motions and facial expressions. The other children 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.

Empathy Art Activity: Helping children to identify the feelings and needs of others is the key to teaching children to be empathic and emotionally literate. For this activity you will need a heart for each child (a heart sample is below), coloring materials (markers, color pencils, and crayons), and yarn. The children will each be provided a paper heart (you may need to use a heavy weight construction paper and then laminate the heart for it to last). Read the book again and spend time with the children explaining the author’s use of colors to explain feelings. Have the children identify what colors they think represent certain feelings. You can start off this conversation by saying, “When I see the color yellow it makes me feel happy. So yellow is a Happy color for me.” Then go on to have the children attempt to identify colors that represent certain feelings for them. Instruct the children to take a heart, color it with the colors that they wish, and continue the conversation about feelings. Once the hearts are completed, laminate each heart, punch a hole in the heart, and use the yarn to make a heart necklace. Inform the children that sometimes we have friends that are having a hard time. Maybe a friend comes in upset because his/ her mom had to go to work and they are sad. Go on to explain that as a friend we should try to recognize how others are feeling and respond to them appropriately. Then ask the children, “What would you do if a friend in the class came in crying?” Allow the children to answer and reinforce appropriate comments. Then tell the children that the necklaces that they created will be used to help support each other. Once the necklaces are done have each child put them on and practice using empathy and compassion. Role-play a child being sad, and then prompt a child to take off their heart necklace and give it to the sad child while saying, “I am sorry you are sad, here is a heart to make you feel better.” This activity is a wonderful visual representation of empathy. This is a great way to increase empathy skills within the class while also prompting you to praise children that are showing empathy towards others. You will need to remind the children why they have the hearts, how they are to use the hearts, and role play giving the hearts for a few days to ensure that they understand the skill. You can make this activity a normal part of your class routine by placing the hearts on a hook near the classroom entrance...as the children enter they put their backpacks in their cubbies and then put on their heart necklaces before moving to the carpet for morning meeting. I have used this in a classroom, and the teacher reported that she came in and was having a rough morning. She was trying to hide it from the children, but one of the kids spontaneously walked up to her, asked





her to come closer, and the child gave the teacher a heart and stated, "I hope your day gets better." So sweet!



Emotions



happy



sad



angry



excited



afraid



shy



guilty



tired



jealous



loved



hopeful



bored



proud



sorry



embarrassed



surprised

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Happy



Sad



Mad

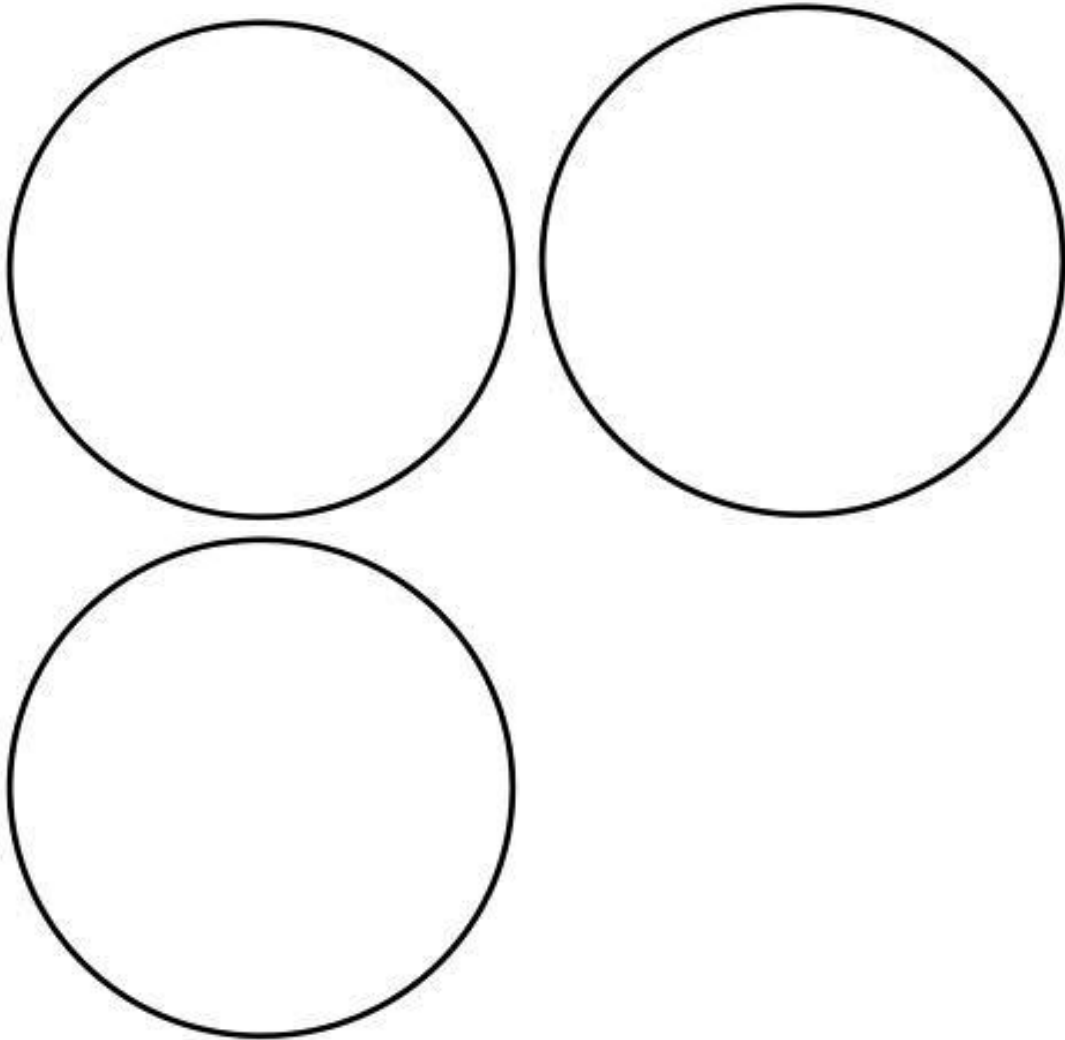


Tired

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<http://csefel.vanderbilt.edu/resources/strategies.html>





S A D



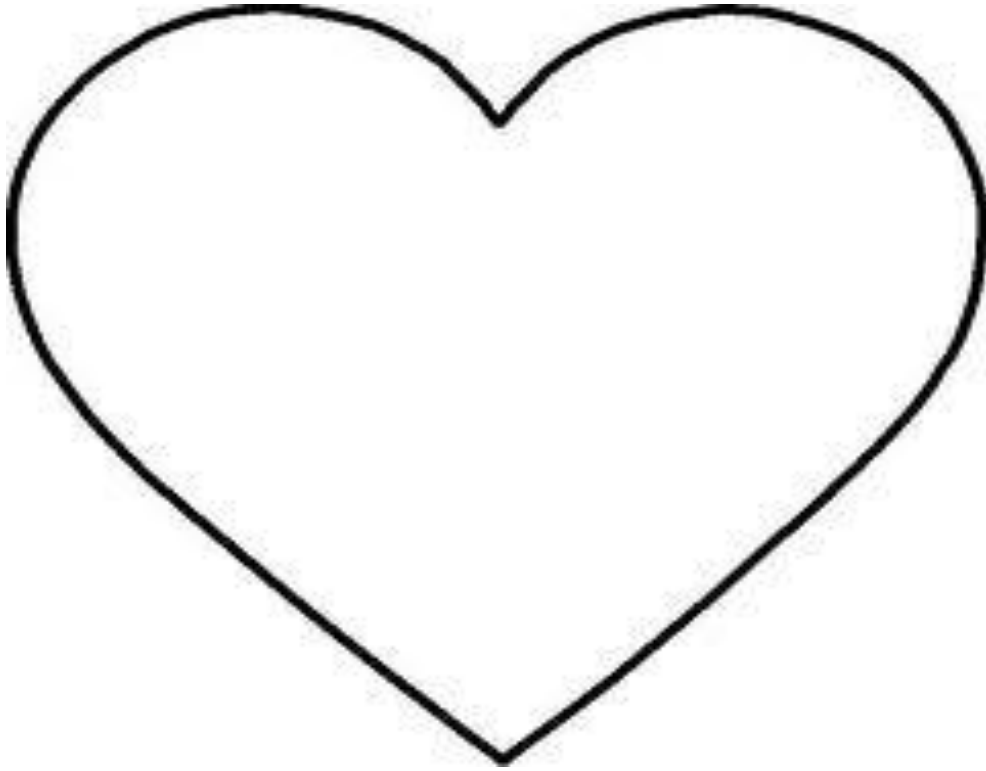


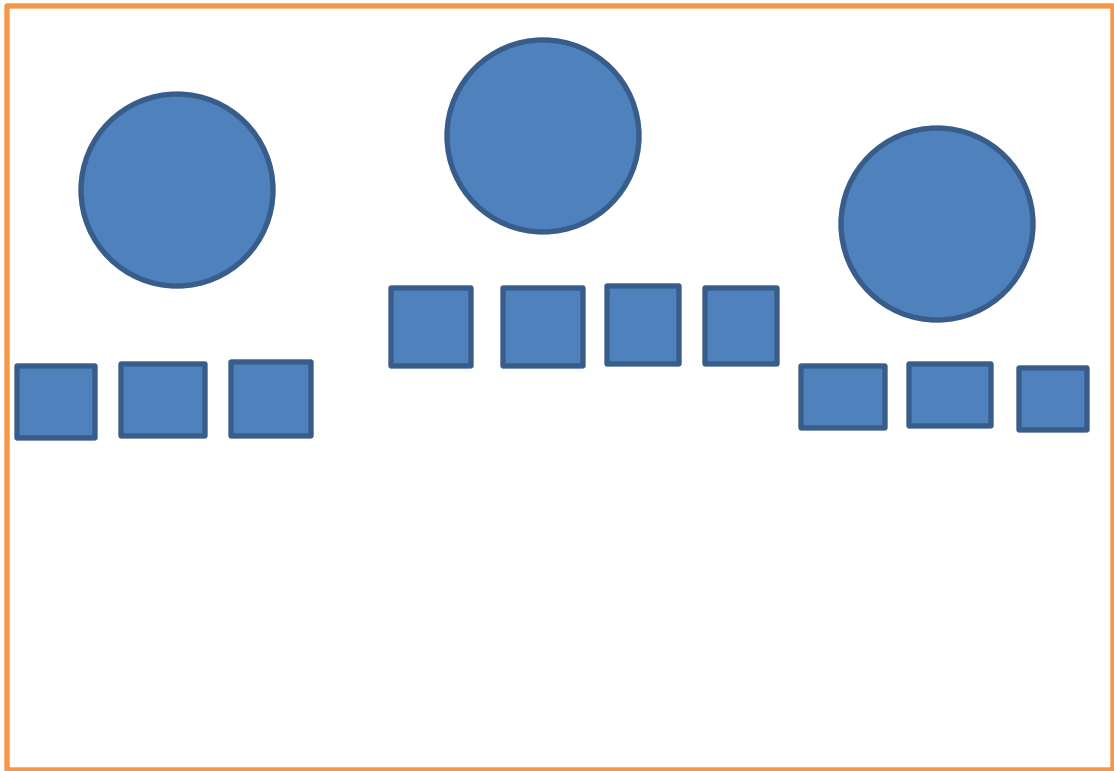
M A D

G L A D

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.







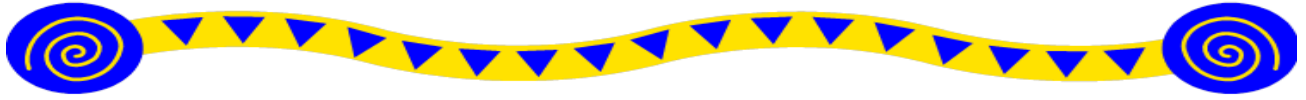
G L A D

S A D

M A D

Sample Independent Work Folder template





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.

