

Rain Feet

By Angela Johnson

This book depicts a young boy playing in the rain. The author uses vibrant pictures and colors to add emotion to the text. This book can be used to start conversations with children around emotions. Children can use this book to learn feelings through relating emotions with aspects of weather. This is a great way for parents to start talking with their children about their feelings!

Video: <https://www.youtube.com/watch?v=-xvqUIGjdIM&feature=youtu.be>



Teacher Curriculum

Reading the Story

Important talking points to cover while reading the book:

- As you introduce the book and title, ask the students how they feel when it is rainy outside, storming outside, sunny outside, etc.
- Before reading the book, ask the students to list off as many feelings as they can.
- Spend time talking with the students about how they respond to different feelings. Use this time to reinforce that everyone has feelings, but we may all respond in different ways. Remind students that it is important how we treat others when we have different emotions.
- Ask the students to tell about a time when they felt happy, mad, scared, sad, embarrassed, etc. Encourage the students to discuss why they felt that way.
- Process with the students how our emotions can be represented by the weather. Use the book as an example of one type of weather.
- Ask the students to identify what feelings they think of when it rains, when it is sunny, when it is windy, when it is stormy, etc.





Circle Time: Circle time is a great place to start the curriculum and introduce the book. Circle time should be used to read the book with the students and review the talking points outlined above. This will help the students begin to understand how our emotions can be represented by the weather. Create a weather chart (provided below) that can be reused every morning. You will need a large paper board, printed out words (listed below), and Velcro dots. At the top of your board place the words “The day is...” followed by a Velcro dot for students to place the day of the week (Monday-Friday). Underneath, add a line saying “The weather is...” followed by a Velcro dot for the students to place a picture of clouds, sun, rain, storm, etc. (provided below) depending on the weather that day. The bottom line should have the words “Today I feel...” with Velcro dots for each student. Allow each student the turn to place an emotion card (provided below) on the board. As they place the card on the board, allow the student to state how they feel and why they feel that way. This activity helps students learn the days of the week and weather while also helping them practice expressing their own feelings and identifying how others may feel. Before having the students label their own feelings, review the feelings chart and work as a class to identify each emotion.

Music/Movement: Provide craft time for the students to make rain sticks. You will need paper towel tubes, foil, construction paper, glue, beans/rice, crayons, and stickers. Cut circles bigger than the base of the tube from the construction paper. Cut spokes around the circle to allow room to glue the spokes to the end of the tube. Cut the foil to about one and a half times the length of your tube and about six inches wide. Crunch the foil into snake-like shapes and twist into a spring shape. Add the foil to the tube along with beans or rice. Repeat the steps to add a cap to the other end of the tube. Allow the students time to color and decorate their rain sticks. While the students are working on the craft, have the song “Weather Report” playing in the background (available on Caroline and Danny’s Toolbox). Once the craft is completed, spend time with the students learning the words to the song. Allow them to shake their rain sticks to represent the specific weather/emotion identified in the song. Spend time reviewing each verse allowing the students to identify the feeling and what was the response to the feeling.

Video: <https://www.youtube.com/watch?v=apWiTsK6WBI&feature=youtu.be>

Writing/Language Center: After reading the book, cut and tape big rain drops/ water puddles (provided below) on the floor each with a letter in the alphabet. This game will model the young boy in the book splashing in the rain. (If possible, have yellow rain boots or yellow rain jacket for students to wear to help bring the book to life.) Let the student know that you will play music, and they can jump from puddle to puddle while the music plays. Once the music stops, have the student stop on the puddle and say the letter and sound of the letter. If able, have the student identify a word that starts with the letter they are stopped on.

Second Activity: Use the “Feelings Trace and Match” worksheet to continue to help students build their writing and spelling skills. This worksheet will also let the students practice connecting the feeling words to facial expressions.





Game Time: It is important to create times for your students to connect their feelings with actions. Use the Feelings Cube game as a fun way for your students to practice associating actions with feelings. Have each student create and decorate their own feelings cube (provided below). Once completed, help students cut and tape their cube together. Have students take turn rolling their cube on their desk. Once they roll their cube, have them act out the feeling they landed on. Allow the other students to guess what feeling is being acted out. If you want to switch up the game, have the students tell about a time they experienced the feeling they rolled.

Empathy Art Activity: Reread the book with your students. Spend time looking at the pictures of the boy in the story splashing in the rain. Have the students discuss how they think the boy was feeling while playing in the rain. Talk with the students on how it is important to pay attention to other people's feelings. Take time discussing the importance of other people's needs to help the students learn how to be empathic. For this activity, each student will need a rain bucket. You can make an origami bucket from 12x12 paper or buy cheap plastic buckets for each student. Spend time brainstorming with students on what types of positive things fill their own bucket. This will help students begin processing what actions can help people have good feelings. Some examples may be a hug from a parent/friend, new friend at recess/lunch, sharing toys during play time, etc. Cut and laminate several raindrops (provided below) and work with the students to write out their examples of positive things that help them feel good. Transition into asking the students to identify what things might make other people feel good. Some examples may be compliments to a friend, sharing toys, a hug, etc. Let the students each practice completing an action on one of the raindrops and then placing it in another peer's rain bucket. This activity can be continued throughout the year by allowing students to add raindrops into peers' bucket as you see them being kind and showing empathy to each other. This exercise is a way to provide positive reinforcement when a student shows empathic responses to other students. You will need to be intentional to model the giving of raindrops and prompting students to give the raindrops the first few days. Overtime, this can become a routine for your classroom!

Data Collection

Here are a few suggestions on monitoring progress of your students.

- Track each week how many feelings words students can say in a minute each week. This will allow you to see if they are learning new feeling words each week.
- Track the class' ability to label each week the feelings on the feelings chart.
- Monitor how many letters of the alphabet each student gets correctly each week. This will help you identify if the student has improved in knowing their letters.





EXHAUSTED



CONFUSED



ECSTATIC



GUILTY



SUSPICIOUS



ANGRY



HYSTERICAL



FRUSTRATED



SAD



CONFIDENT



EMBARRASSED



HAPPY



MISCHIEVOUS



DISGUSTED



FRIGHTENED



ENRAGED



ASHAMED



CAUTIOUS



SMUG



DEPRESSED



OVERWHELMED



HOPEFUL



LONELY



LOVESTRUCK



JEALOUS



BORED



SURPRISED



ANXIOUS




SHOCKED



SHY





Weather Cards		
		
Sunny	cloudy	windy
		
rainy	stormy	foggy
		
snowy	lightning	hail

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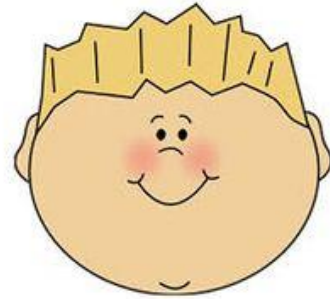




angry



sad



happy



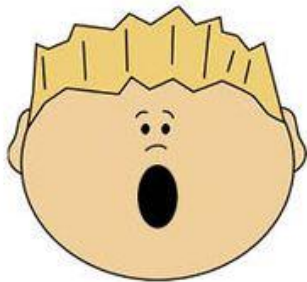
silly



tired



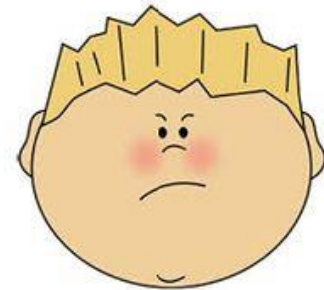
worried



surprised



scared



cranky





Feelings Trace and Match

Trace and read the words then draw a line to the person with that emotion.

sad



scared



happy

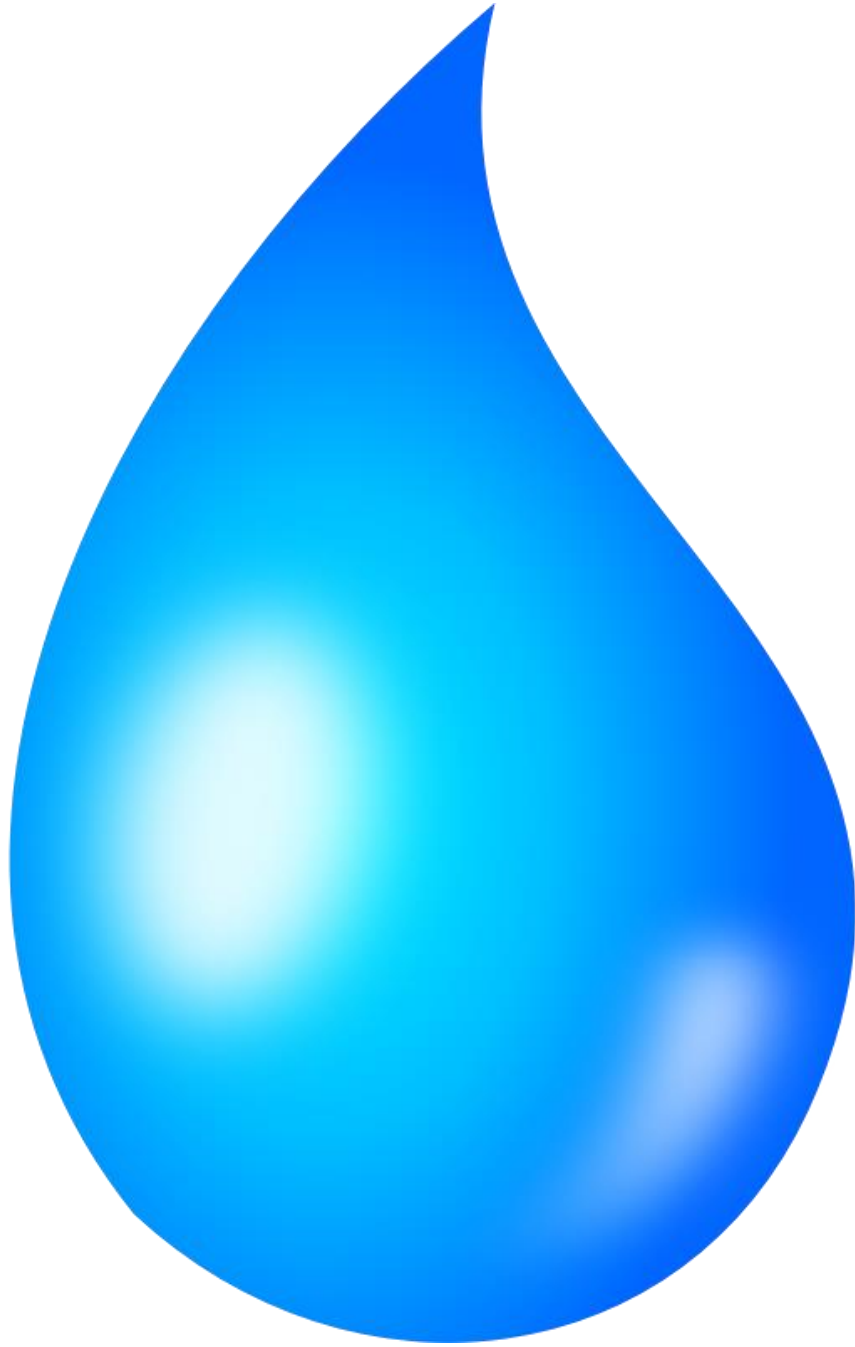


surprised



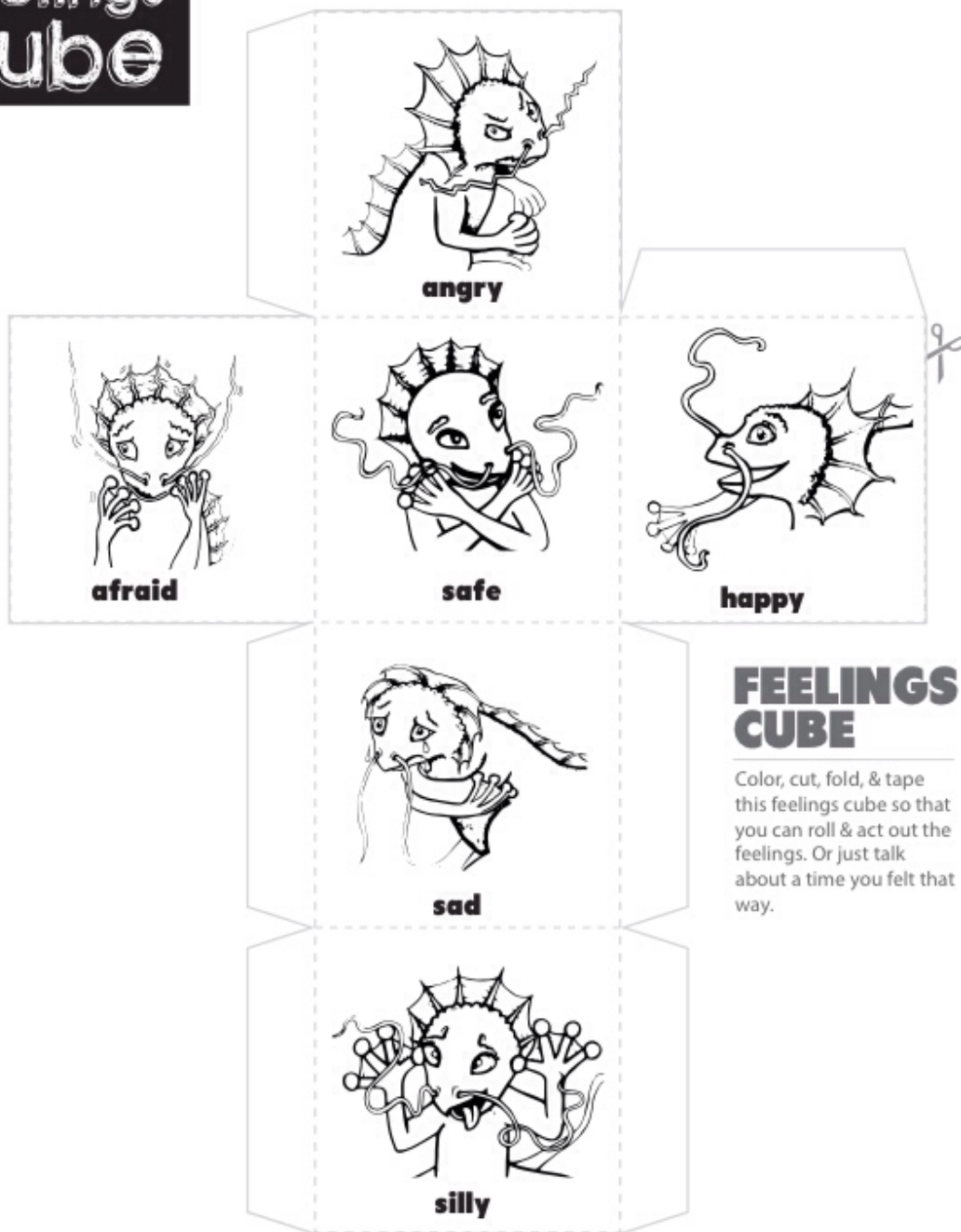
mad







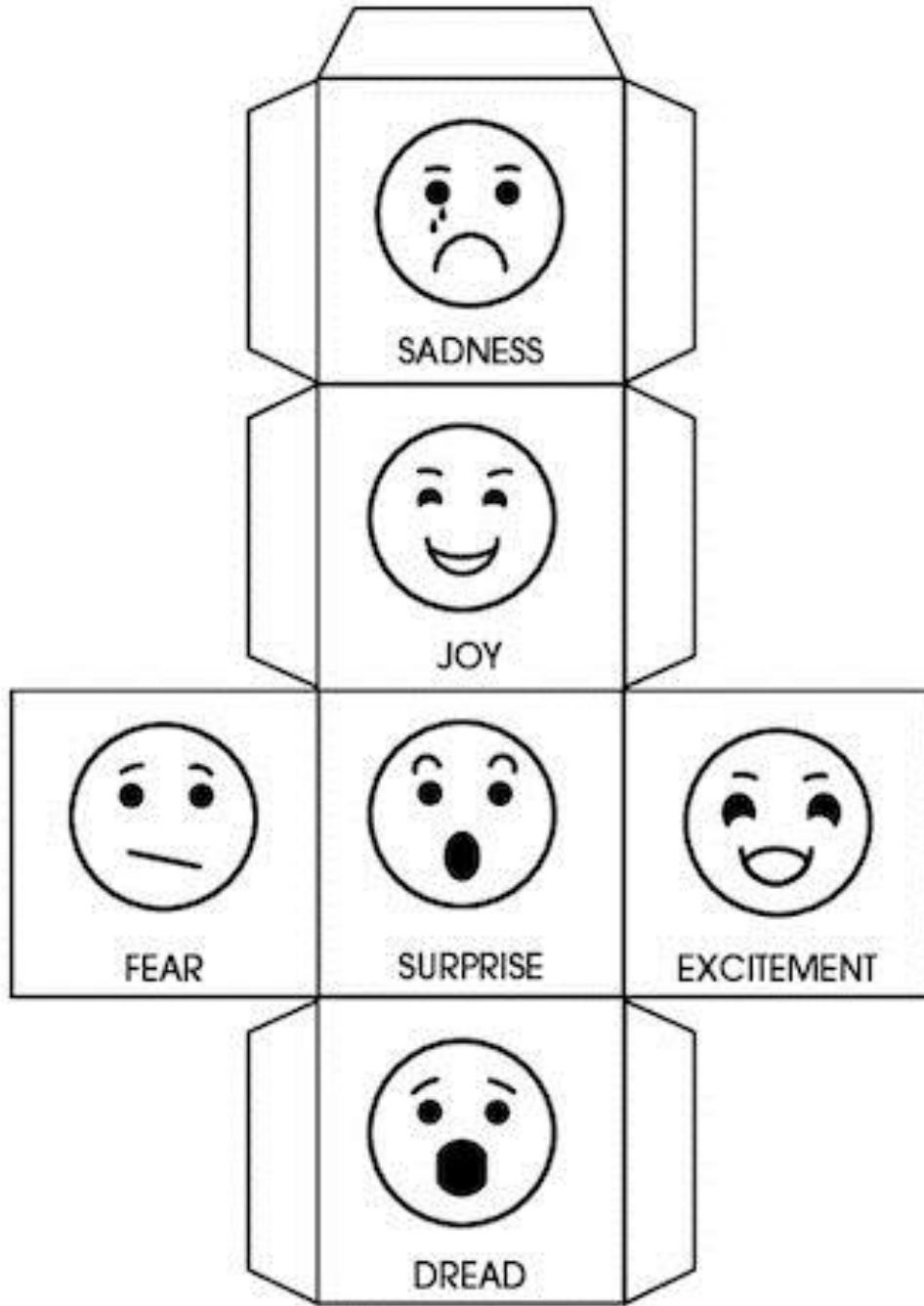
feelings cube

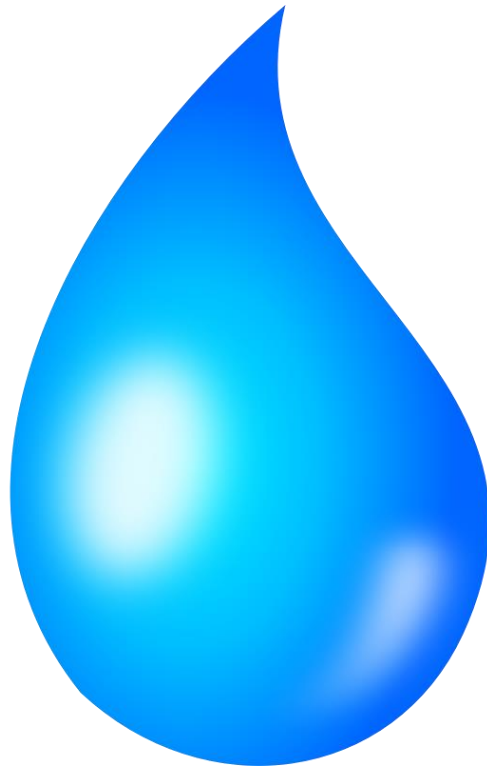


FEELINGS CUBE

Color, cut, fold, & tape
this feelings cube so that
you can roll & act out the
feelings. Or just talk
about a time you felt that
way.







This Book Curriculum was developed by Brittney Jordan-Ragin. Brittney Jordan-Ragin is a Clinical Supervisor at Youth Villages Anaya Partnership. She received her master's in social work from the University of Memphis in 2014. She is a Licensed Master Social Worker in Tennessee.

