



### Invitation to All About Me Week 4 – My Feelings

For parents and caregivers - This week we will explore our thoughts, feelings and actions by learning to identify and manage them. Self-regulation skills are bigger than one week, and we recommend that you read the following article and to search the internet for other informative aspects of concept development of self regulation in children. You will want to refer to these throughout the year.

### [Self-regulation in young children | Raising Children Network](#)

The following is from the above article:

*During the preschool years, children experience rapid growth in areas of the brain associated with self-regulation, which makes them developmentally much more prepared to learn and use self-regulation skills. Likewise, growing language skills during the preschool years allow children to use words in managing their thoughts and feelings and asking for help. This is the perfect time for caregivers to actively teach and coach skills like emotion identification, problem-solving, perspective-taking, and calm-down strategies.*

*In preschool-aged children [begin]:*

*🎬 Recognizing a growing array of feelings in self and others*

*🎬 Identifying solutions to simple problems*

*🎬 With support, using strategies like deep breaths and self-talk to calm down*

*📖 Focusing attention and persisting on difficult tasks for increased lengths of time*

*📖 Perspective-taking and early empathy*

For parents/caregivers and children - Our exploration with children this week is helping children to identify their many feelings through reading books about feelings, discussion and giving words to feelings, finding ways to express feelings in movement and art, and making a Feelings Chart for children's reference.

Connecticut Standards of Learning

- SE.48.3                      SE.60.3
- SE.48.6                      SE.60.8
- SE.48.7                      SE.60.9
- SE.48.8                      C.60.10
- C.48.                          SE.60.11
- L.48.5
- CA.48.5


Invitation to Children

Explain to children that you are going to talk about how we feel sometimes, like happy, excited, mad, sad, scared, tired, lonely, hurt, surprised, worried, curious, and so forth. As you well know children are not always able to express themselves appropriately when they have big emotions. Helping them to recognize and name their feelings is an important step towards regulating them.

Mindfulness Activities to Happen Spontaneously During the Day

These activities help children to become aware of their bodies, and help them to give words to their sensations.

After I run or jump – Ask child/ren to listen to their breath, to feel their heart beat. Ask child if they are cold or sweaty. How does your face feel? What color is your face? Are you thirsty?

Repeat what child says each time they speak. When done ask child/ren to say as much as they can remember about how they feel after running or jumping.

When Mommy, Daddy or Caregiver is cooking – What do you smell?

What do you hear? see? How does it make you feel?

On a rainy day go for a walk together – Stop and ask What do you hear? feel? wonder? What are some sounds you can make with your feet as you walk in the rain?

After I swing – What did you feel? (dizzy? breezes? happy?...)

After my bath – How do you feel? (sleepy? cozy? calm?...)

Self-regulation happens when playing a game (my turn, your turn), when recognizing feelings and given the option to make decisions and choices (“You are very sad now. What are some of the things we can do to make you feel better?”) Activities below also develop these important strategies.

Centering strategies also help children to become more focused. Noise reduction earphones, removing clutter, removing clothing tags, wearing clothing that is softer and not itchy helps children with sensory challenges. Giving children a fidget toy, silly putty or slime to keep their fingers busy helps with listening to stories (we call it listening through your fingers!). Note: These are often strategies that help with the moment, but which do not teach children self-regulation strategies to use over time. They also do not take into account the obvious fact that young children are not meant to have to sit still for long. This is one of the reasons why our many outdoor explorations learning activities involve movement and “doing”.

Yoga breaths is a way to help a child calm down. Ask them to try to take 4 deep “yoga breaths”.

Soft, gentle meditative music to welcome a child to the Breakfast Greeting and/or an activity during the day is a beautiful way to set the tone for calm, mindful learning.

## MY FEELINGS

### Give It a Name

We all have times when we experience big feelings of worry, sadness, frustration, anger, hurt, fear, joy, love, anxiety and many more. An important step in managing these feelings is awareness, and it is essential that we give these feelings words to help our awareness rise to the surface. Rather than, “Don’t cry”, or “Stop that”, or “If you....I will...”, learn to help your child/ren self-regulate by helping them describe how they feel. “It looks like you are frustrated because...”, “That must make you very sad. It makes me sad, too. What are some of the things you and I can do so you are not so scared of that?”

### Read and Discuss

Read and discuss a feelings book.LINK After you listen to/read the books about feelings with your children, make a feelings board/word bank. Say the feelings words as you point to the photos in the book/s.

### Make a Feelings Chart

Using photos of different expressions, write the accompanying feelings words under them to make a chart. Use the chart over time as a feelings word bank to help child identify their feelings. You may want to ask your child if you can take photos of them expressing these feelings to use for the chart.

If a child still can’t say feelings words, they may be able to point to the photo that expresses how they are feeling.

### Practice Recognizing Feelings in Others

As you are reading a book, watching a show or visiting somewhere, talk about others’ feelings. Include your own feelings, too.

Discuss choices and ask, “What else do you think they may have done?”

### Draw, Paint and Move

This is a good way for children to use symbolic thinking to express feelings.

Read the story Niko Draws a Feeling by Robert Raczka and Simone Shin (Illustrator). LINK where Niko uses the abstract symbolism of art, color and lines to find

ways to express himself.

Look at our Feelings Chart. Can you find a picture for “happy”?

What color do you think happy is?  
Can you draw "happy"?  
How about mad or angry?  
Can you think of a time when you were angry?  
What color do you think "angry" is?  
Can you draw "angry"?  
Continue with other feelings.  
Do the same with body movements.  
What do you think "happy" looks like? "angry" "hurt" and so on.

Song to the tune of If You're Happy and You Know It. Do the actions to each verse.

If you're happy and you know it make a smile  
sad and you know it bottom lip  
scared and you know it clench your teeth  
angry and you know it stamp your foot  
cuddly and you know it hug yourself  
tired and you know it take a rest

### Friendship Outreach

During our Covid-19 social restrictions it is normal to feel lonely. What are some of the ways you can reach out to friends and family to make them, and you, feel connected?

FaceTime or other social media get-together.

Teach them sign language

- snap fingers or thumbs up for "Yay!"
- wave, then "elbow out" for imaginary "Elbow Bump Hello!"
- self hug then point for "Hugging You!"
- peace sign
- hands together in front of chest for "Namaste"
- make a heart with fingers for "I love you!"
- make the deaf sign for love – thumb, index finger and pinky up,

middle and ring finger down for "Love"

Take photos of these signs and snail mail or email them.

Drive by their home with a sign, balloons and/or a simple smile and wave.

Walk by their home and use sign language (above) to communicate.

Make a card with a drawing or sticker collage to snail mail or email them.

These small gestures not only help your child/ren to feel less lonely, but help them to develop compassion as they help others, too.

### Be Kind and Thank Someone

Make a thank you card for Sam and Mrs. Wudka. Draw a picture, or paste a photo of yourself, or copy “Thank you” and send it via snail mail or email to

Ms. Sam Lewis

McLean Game Refuge

150 Barndoor Hills Rd.

Granby, CT 06035

[slewis.ecology@gmail.com](mailto:slewis.ecology@gmail.com)

or

Mrs. Ginny Wudka

Lost Acres Orchard

130 Lost Acres Rd.

North Granby, CT 06060

[ginny@lostacres.com](mailto:ginny@lostacres.com)

### Red Light Green Light

This is a good game to practice the important self-regulation skill of waiting when all you want to do is run! It is also a useful strategy to help develop skills like following directions.

Practice with the colors –

When I say, “Red!” that means you have to stop!

When I say, “Yellow” that means you have to go slow!

When I say, “Green” that means you can go!

Parent/caregiver stands away from child/ren

(across the room, yard, driveway, etc.) and explains that the object is to follow the commands to get from where they are to the parent/caregiver on the other side.

### DOCUMENTATION

For all the activities, parents will want to *Make Learning Visible* [LINK](#) through photos and examples of child/ren’s work. You may want to create a digital (such as Evernote) and a hard copy folder/portfolio. This will help you and future teachers know what your child has done.

### Books, Songs, Poetry, Movement and Games

Here is a suggested list of books, songs, poetry, movement and games to enhance our lessons. GNP recommends reading daily to children, both those recommended as part of the program and those of additional interest to your child/ren. Members will find many of these on our YouTube channel. You may also want to check your own YouTube preferences, and, for stories, apps such as Audible.

## My Feelings

*Today I Feel Silly Other Moods That Make My Day*

by Jamie Lee Curtis and Laura Cornell (Illustrator)

helps children understand and appreciate their shifting moods.

*The Feelings Book*, by Todd Parr

*When I Lose My Temper: Children's book about anger management & emotions*, by Michael Gordon

*In My Heart: A Book of Feelings* by Jo Witek and Christine Roussey (Illustrator).

*It's Mine!* by Leo Lionni

*Quick as a Cricket* by Audrey Wood, illustrated by Don Wood

*Niko Draws a Feeling* by Robert Raczka and Simone Shin (Illustrator)

Using the abstract symbolism of art, color and lines, a child finds ways to express himself.

*The Boy with Big, Big Feelings*, by Britney Winn Lee and Jacob Souva (Illustrator)

*I'm Like You, You're Like Me: A Book About Understanding and Appreciating Each Other*, by Cindy Gainer and Miki Sakamoto (Illustrator)

A two-page adult section in the back provides tips and activities for parents and caregivers to reinforce the themes and lessons of the book: Comparing, Acceptance, Listening  
Understanding of Self and Others, Kindness and Cooperation.

*Jamaica's Find* by Juanita Havill and Anne Sibley O'Brien

*Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids* by  
Carol McCloud and David Messing (Illustrator)

*"I can't," said the ant,* by Polly Cameron