



Lee, W. B., & Souva, J. (2019). *The Boy with Big, Big Feelings*. Beaming Books.

Grade Level: Kindergarten

Disability: Emotional Disturbance

Objective: The students will understand how to their feelings interact with their body during certain times of their life.

Part One: Before Reading

Before we begin the lesson, I will have my students check in with me on what they are feeling today.

Before I start reading the book. I would like to ask some questions on emotions.

- What are some emotions that you feel?
- What is the type of emotions you have?
- When do you get these emotions?

After some questions to get them thinking. I will give them a definition and some examples for the word emotion.

I will introduce the book by featuring the title. I will point out the little boy and have them describe what they think his feeling is on the cover. Once they have an idea, we will do a Think-Pair-Share where the students will turn to their assigned partners and share their description of what the boy is feeling. I will give them a minute to share their thoughts and we will come together as a class. I will have a few students share their ideas of what they think the boy is feeling.

Part Two: 1-4

Whole Group Discussion: In this section we learn about three feelings that the boy is having and the reason he is having the feelings.

Questions:

- What are the types of emotions he is having?
- What is making him have these emotions?
- Can we control these emotions?

I will make a three-column chart on the board, writing the titles of emotions, and why he is feeling this way. I will have some students come to the board and write their answers on the chart. As a class, we will come up with some ways on how we can handle these emotions or what can we do when we are having a moment of feeling.

After we have started a chart of emotions, I will talk about students who have a hard time control these emotions (EBD). For example:

- A student is crying for no reason.
- A student is always wanting to hit, throw stuff or lash out at people.
- A student is laughing, hyperactive and talkative.

The reason why students having trouble controlling their emotions is because they are not aware of what they are doing or how to control what is happening to them.

Activity: I will hand out a paper with an outline of a person. The students will draw the person having one of the emotions we have read in the book about so far. Once the students are done drawing, they will write a short description of why they chose this emotion and give a reason why their person is feeling that emotion.

- I will first, identify the emotions that we have read about so far in the book and explain why the boy is having these emotions.
- I will show an example of what I expect the students to do. I will draw out a person feeling sad by drawing some tears, an unhappy smile, and has a tissue in her hand. After drawing, I will write a short description of why she is crying like she lost her toy, or she did not feel like doing her work. Giving them some reasons and a type of emotion that we have read in the book to get them started.

Part Three: 5-9

Discussion: This part will be focus on finding more emotions that they boy is feeling in the book. Every page I read the students will tell me:

- What emotion is the boy feeling?
- What is he doing with his body?
- What is his mind thinking?
- What does he see in the other person?

Each student will answer one of these questions to get active participation in each student. Once we figured out all the emotions and what he is doing. We will write it on the three-column chart that we made from the beginning. Write out what emotions we see, and why he is feeling that emotion.

Activity: Making Emotions out of Playdoh

This activity will help the students create what the different emotions are. I will give each student a card that has an emotion on it and the students will have to make a person that has that emotion out of playdoh. Once the students have made their emotion, the students will have to describe that emotion in their group and their peers in the group must guess what emotion that student has made.

- Each student will be put into a group (4 groups)
- I will hand each student a blank paper, and an emotion card.
- In the middle of their table is different colors of playdoh
- The students have 2 minutes to create their person with emotion.
- Once the timer is up, the students will each have 2 minutes to present their person they created, and their peers must answer to what emotion they have made.



Part Four: 10-14

Discussion: The purpose of these few pages is how the boy is thinking when he goes to school. Seeing how he can adjust to new people and how the other students will see the boy and all his emotions. This is the part where we find strengths for students who can be the same as others, and their emotions can be the same as others. Seeing as how they are not alone in this school, that the boy can make friends and see others have the same emotions he does.

- We will talk about how the boy plans to cover his emotions when he goes to school.
Going back to pages 10-11
 - “The boy tried to stuff all his feelings deep down, to control what he thought he should hide, afraid that the others would make fun of him if they saw all he felt deep inside.”

- “Would they think he was weak? Dramatic? Afraid? Would they call him a wimp or a baby? If they saw the big, thumping heart in his chest, would they not want to play with him, maybe?”

Activity: Feel It and Move It!

- This activity is to help students understand their emotions and what they can do when they are feeling these emotions.
- I will tell the students an emotion, the students will respond on what ways we can show this emotion to other students or teachers.
 - Happy: Jump up and down, singing away, and smile
 - Sad: Talk it out, write it down, or draw it out.
 - Mad: Stomp your feet, scream in a pillow or something soft, or want to be alone
- Each student will be able to act out the emotion, and then act out what we can do when we feel these emotions following the examples that I tell them or what other students can let us know.

Part Five: Post Reading

After the book is read, these are some discussion questions that they can infer from the book.

- What are some ways that set off the boy’s emotions?
- What are the emotions that the boy was having in the book?
- During these times of emotions, what was his body doing or how did his body react?
- Who did he find at the end of the book?
- Did the boy and the girl share the same emotions?

I will have the students learn about the different emotions like mad, sad, and happy. Once determine how they feel during these times of emotions, the students will:

- Draw a picture of themselves in one of the emotions we discuss.
- Draw a picture of how they are feeling right now.
- Write a small description of why they are feeling this way.
- Share with their partner their drawings and talk about the emotions they have wrote about and why they feel that way.

After everyone has shared with their partner on how they are feeling right now and giving the reasons why. We are going to play a quick game of Guess the Emotion!

- Each student will get a white board to write their answers on
- I will hold up a card of how the student is acting like the student is crying or the student is throwing toys, etc.
- I will ask the students if they can tell me what they see.
- After they tell me, we will go over what we see together.

- The students will write down their answer of what they think the emotion is on the white board.

Emotions		Emotions		Emotions	
Match the activities to the emotions.		Match the activities to the emotions.		Match the activities to the emotions.	
Activity Being given a present. 	Emotion Anxious 	Activity Meeting a monster. 	Emotion Happy 	Activity Eating worms! 	Emotion Tired 
Activity Listening to your favourite song. 	Emotion Upset 	Activity Winning a prize. 	Emotion Excited 	Activity Watching TV. 	Emotion Disgusted 
Activity Forgetting your PE kit. 	Emotion Excited 	Activity Having a birthday party. 	Emotion Scared 	Activity Being teased. 	Emotion Sad 
Activity Falling over in the playground. 	Emotion Happy 	Activity Playing with friends. 	Emotion Proud 	Activity Not being able to sleep. 	Emotion Relaxed 

		
		