



# Happy

Feeling Word Unit



## TABLE OF CONTENTS

UNIT SUMMARY .....2

LEARNING OBJECTIVES .....2

STEP 1: OUR STORIES .....3

STEP 2: CREATIVE CONTENT CONNECTION .....4

CONDUCT A RULER READ-ALOUD .....4

INTRODUCE THE CHARTER .....4

LEARNING CENTER SUGGESTIONS .....5

STEP 3: SCHOOL-HOME PARTNERSHIP .....7

STEP 4: STRATEGY SESSION .....7

SCHOOL-HOME PARTNERSHIP WORKSHEET .....9

## UNIT SUMMARY

Feeling Word	Definition
Happy	Full of good feelings
How the feeling shows up in ourselves and others:	
Feeling happy is pleasant with high energy. People who are happy tend to have smiling mouths with corners turned up and sometimes teeth showing. Their eyes may be scrunched and turned up at the corners from smiling, or open wide, with high eyebrows and cheeks. Happy bodies tend to have shoulders back, loose muscles, and chests out. Happy voices tend to be loud and clear and may be laughing. Happy hearts may be beating a little bit faster than usual, or even feel “fluttery.”	

In this unit, you will find suggestions for teaching students to talk about, think about, and manage happy feelings in themselves and others. Happy, defined as “full of good feelings,” will be explored through individual, large group, and small group activities over the course of 2 to 3 weeks. Students will learn to recognize, understand, and label the feeling from different situations in which they or others have experienced the feeling, happy. During group time, educators will tell a personal story about feeling happy, then read a developmentally appropriate storybook in which a character is experiencing feeling happy. Learning centers will provide students with a deeper understanding of the feeling word through play and activities. Finally, students will have the opportunity to brainstorm and practice expressing and regulating the feeling word, happy.

## LEARNING OBJECTIVES

Enduring Understandings	
They feel happy when they are full of good feelings.	Different people show their happiness in different ways (voice, body language, and facial features).
Feelings come and go, and they will not always feel the way they are feeling right now.	They can learn different ways to show happy feelings.
Essential Questions	
<b>Recognize:</b> What does happiness look like in our faces and bodies? What does it sound like in our voices?	<b>Understand:</b> What happens that makes me feel happy?
<b>Labeling:</b> What is another word that I can use to talk about feeling happy?	<b>Express:</b> How can I let other people know that I am feeling happy?
<b>Regulate:</b> What can I do to continue to feel happy? What can I do to have more happy feelings? What can I do if I don't want to feel so happy?	
Knowledge: <i>Students will know...</i>	
The cues that their faces/bodies give when feeling happy.	Happy is a feeling found in the yellow of the Mood Meter.
Skills: <i>Students will be able to...</i>	
Let other people know when they are feeling happy.	Talk about what happiness feels like in their bodies and what it might look like in the faces and bodies of others.
Name and talk about different ways to manage happy feelings. Practice one way to change or keep the same happy feelings.	Share with someone else what makes them feel happy.
Show where happy is on the Mood Meter.	

## STEP 1: OUR STORIES

Materials	Instructions
<ul style="list-style-type: none"> <li>• A Mood Meter</li> <li>• The word “happy” written out for students to see</li> <li>• A picture of yourself</li> </ul>	<p>Personal stories help students to learn about <b>Recognizing, Understanding, Labeling, Expressing, and Regulating</b> emotions through the experience of a trusted adult. Choose a meaningful, true story about a time you felt happy. Liven it up with details. Keep it short (under 3 minutes). As you tell your story, remember to use face, body, and vocal cues and mention how the feeling felt in your body.</p> <p>We encourage you to use the Mood Meter as you tell your story to explain the levels of pleasantness and energy you experienced.</p> <ul style="list-style-type: none"> <li>• <i>Sample Story: One day when I was about your age, I went outside to fly my favorite kite. It was bright red with a long, blue tail, and I loved watching it soar in the sky. I was so happy as I held the string and ran around smiling from ear to ear!</i></li> </ul> <p>After you tell your story, ask students:</p> <ul style="list-style-type: none"> <li>• In my story, what happened that made me feel happy?</li> <li>• What did “happy” look like in my face and body as I told the story?</li> <li>• What did it sound like in my voice as I shared my story?</li> </ul> <p>Ask your students to think about a time they felt like you did in your story.</p> <ul style="list-style-type: none"> <li>• Ask students to think about the ways your story is the same or different from their stories.</li> <li>• Offer students an opportunity to draw their own stories.</li> </ul>

## STEP 2: CREATIVE CONTENT CONNECTION

### CONDUCT A RULER READ-ALOUD

Materials	Instructions
<ul style="list-style-type: none"> <li><i>Happy Pig Day</i> by Mo Willems</li> <li>Mood Meter</li> </ul>	<p>Read <i>Happy Pig Day</i> by Mo Willems. In this book, Piggie tells his friend Gerald about Happy Pig Day. However, Gerald does not look very happy, because he is not a pig. When Piggie lets Gerald know that Happy Pig Day is for everyone who loves Pigs, Gerald’s feelings change, and he is ready to join the party. The illustrator, Mo Willems, does a wonderful job of drawing emotions. Use the illustrations and the following RULER Read-Aloud Questions to lead a conversation about happy feelings.</p> <p>Example questions:</p> <ul style="list-style-type: none"> <li><i>R: How was Piggie feeling? How could you tell? At the beginning of the story, how was Gerald feeling? How could you tell?</i></li> <li><i>U: Why do you think Piggie was feeling this way?</i></li> <li><i>L: What other kinds of feelings (other than happy) do you think Piggie might have been having?</i></li> <li><i>E: How did Piggie let Gerald know what she was feeling?</i></li> <li><i>R: What did Piggie do to help Gerald feel happier? Do you think it worked? What would you have done?</i></li> </ul> <p>Following the story and RULER Read-Aloud Questions, use the Core Routines to support student learning. The Mood Meter Check-In Core Routine may be helpful.</p>

### INTRODUCE THE CHARTER

Materials	Instructions
<ul style="list-style-type: none"> <li><i>Chrysanthemum</i> by Kevin Henkes</li> <li>Butcher paper</li> <li>Markers</li> </ul>	<p>The Charter is a guide representing how all students and adults in a classroom (1) want to feel and (2) the behaviors they can do every day to support and encourage those feelings in themselves and others. You may find it helpful to introduce the Charter using a storybook, like <i>Chrysanthemum</i> by Kevin Henkes. In this book, Chrysanthemum is teased because of her name. Students can discuss how Chrysanthemum feels, how she likely wants to feel, and how her classmates could have behaved differently. Focus your Charter words on green and yellow feelings.</p> <p><b>Begin by explaining what a Charter is to students. For instance:</b> “Today, we’re going to start creating our classroom Charter. A Charter is an agreement we make together in the classroom. Do you know what an agreement is?” Invite students to share their answers. “An agreement is when two or more people decide to do something together.” Talk about why the Charter is important: “The Charter describes how we all want to feel in school (or in this class) and what we can do to help everyone to have these feelings when we are here together.”</p>

On large paper or on another surface students can see, write:

1. **How do we want to feel in our classroom?** Ask students what feelings they would like to have in class and school. List each feeling. Consider placing images of faces or characters expressing different emotions to post next to each of the feeling words.
2. **What can we do to have these feelings every day?** Explain to students that you want them to think about what they can do each day in school to make sure everyone has these feelings (e.g., excited, peaceful, silly, etc.). Discuss one feeling at a time. For example, excited = celebrating community events; peaceful = reading a book with a friend in the cozy area; silly = laughing with a friend.
3. **Charter signing:** Explain that the Charter is a “living document” that will grow and change over time, so it is never truly finished. However, an important step in the Charter process is having everyone sign it. Younger students who are developing how to write their names can sign with a picture, thumbprint, or handprint. Signing the Charter signifies that everyone has been working on the Charter together and will be doing their best to practice the behaviors on the Charter, so everyone can feel how they want to feel at school.
4. **How to use the Charter:** Once the Charter has been created, educators can use the Charter to help students remember things they can do to feel in the yellow and green quadrants of the Mood Meter when they are at school. The Charter can also serve as a problem-solving tool to help students think of ways that they can help a friend who is in the red or blue move to green or yellow feelings.

## LEARNING CENTER SUGGESTIONS

### MUSIC AND MOVEMENT

Materials	Instructions
<ul style="list-style-type: none"> <li>• Variety of instruments</li> <li>• A way to play songs that evoke happy feelings</li> </ul>	<p>Provide students with a variety of instruments (if instruments are not available, then use other supplies—ex. a spoon and a pot, a saltshaker) to have a parade around the school.</p> <p>Invite students to play music for the classroom and other classrooms. You may choose a song that evokes happy feelings, such as, the popular children’s song “If you’re happy and you know it,” “Happy” by Pharrell Williams, “Can’t Stop This Feeling” by Justin Timberlake, or another song that evokes pleasant, high-energy feelings. You could play the song with them or allow them to make the music on their own. After the parade, ask students what it felt like in their bodies to play instruments in the parade and if they thought other students in the school felt happy to hear the music? Model the facial expressions and body language that indicates happy feelings.</p>

ART	
Materials	Instructions
<ul style="list-style-type: none"> <li>• Empty paper towel rolls</li> <li>• Rubber bands</li> <li>• Parchment paper</li> <li>• Popcorn kernels</li> </ul>	Provide students with materials to make maracas by filling empty paper towel rolls with popcorn kernels and covering the ends with parchment paper secured with rubber bands. When students are done making their maracas, invite them to share their maracas with the group. Consider asking, “How did you feel while making and shaking your maracas?”
DRAMATIC PLAY	
Materials	Instructions
<ul style="list-style-type: none"> <li>• Streamers</li> <li>• Costumes</li> <li>• Pretend food</li> </ul>	In dramatic play, have students take turns reenacting Happy Pig Day. Invite students to arrange dramatic play area to fit how they would want to put on a play. Make sure all students take turns being the character they want to be.
LITERACY	
Materials	Instructions
<ul style="list-style-type: none"> <li>• Additional books</li> </ul>	<p>Offer students access to additional books that explore the feeling “happy.” Examples include:</p> <ul style="list-style-type: none"> <li>○ <i>When I’m Feeling Happy</i>, by Trace Moroney</li> <li>○ <i>When I Feel Happy</i>, by Paula Bowles</li> <li>○ <i>When I Feel Happy</i>, by Dr. Sharie Coombes</li> </ul> <p>Allow students to write (dictate) and illustrate additional happy stories and create their own books.</p>
TRANSITIONS	
Engage students in a conversation about how certain transitions throughout the day can help us feel happy. Provide general reminders or invite students to be on the lookout for specific opportunities for these transitions.	
CLOSING	
Reflect and respond to student sharing while continuing to connect to characters in the book, and the experiences shared by adults and students.	

## STEP 3: SCHOOL-HOME PARTNERSHIP

### Instructions

The School-Home Partnership Worksheet (located on the last page of this document) provides the definition of the feeling word that is being used in the classroom, as well as some notes that may be helpful when talking about this feeling at home. The worksheet instructs adults at home to share a story of a time when they felt the feeling word. A family activity is included on the worksheet and may be completed at home.

**Family Activity Summary:** Together, families can create a list of songs that make them feel happy. Families can ask their children, “*Why does that song makes you feel happy? How does your voice sound when you sing that song? How does your body move to that song?*”

## STEP 4: STRATEGY SESSION

### PRACTICE REGULATING

Materials	Instructions
<ul style="list-style-type: none"> <li>Paper</li> <li>Markers</li> </ul>	<p>Re-read <i>Happy Pig Day</i> by Mo Willems. Lead students in a roleplay to practice regulating their feelings. What can they do to help others or themselves if they want to feel happy? Ask RULER Read-Aloud Questions, such as:</p> <p><b>Sample RULER Read-Aloud Questions:</b></p> <ul style="list-style-type: none"> <li>Does Piggy like to feel happy?</li> <li>Does Gerald like that his friend, Piggy, is feeling happy?</li> <li>How can you tell that they were feeling this way?</li> <li>How did Piggy help Gerald to feel happy too?</li> </ul> <p>Remind students of happy experiences of other storybook characters and in your story, their stories, and the stories of their families. Invite them to revisit ways they have noticed characters acting on their happy feelings to look after others and help them to feel happy.</p>

### BUILD EMPATHY

Materials	Instructions
<ul style="list-style-type: none"> <li>Paper</li> <li>Markers</li> </ul>	<p>Throughout the unit, students will have identified people who are feeling happy. Take note of these observations as they make them.</p> <p>Hold a conversation in your classroom about when your students experience happy feelings. Allow students to talk about different ways they express feeling happy and the different ways they have learned to get more or less of that feeling.</p> <p>In a Community Circle, invite each student, one at a time, to tell about something that makes them feel happy. Ask them to show what happy feels like for them by doing a movement with their body and invite the other students to repeat the movement. When everyone has had a turn, together, practice a Breathing Break!</p>



IDENTIFY A REGULATION GOAL	
Materials	Instructions
<ul style="list-style-type: none"> <li>Paper</li> <li>Markers</li> </ul>	<p>Talk with students about what you have learned about feeling happy. Is happy a feeling they like to have or a feeling they don't like to have? As a group, choose an emotion regulation goal for happiness. Do we want to continue to feel happy? Do we want to feel more happy feelings? Do we want to feel less happy feelings?</p>
BRAINSTORM STRATEGIES	
Materials	Instructions
<ul style="list-style-type: none"> <li>Paper</li> <li>Markers</li> </ul>	<p>Take a Breathing Break and then together, brainstorm all the different ways people manage their happy feelings.</p> <p>Consider saying, “Let’s brainstorm together and make a list of things we do and things we think about that help us to feel happy. Together, we will listen for what is the same and what is different about our ideas. Let’s listen to each other’s ideas!”</p> <p>Create a strategy wall made up of pictures and words that represent what we can do to stay or shift into various feelings or areas of the Mood Meter. For instance, someone getting or giving a hug, sharing a toy, receiving or giving a gift may shift them out of the blue or into the green or yellow. Continue to build the “strategy wall” as your class moves through all feeling words.</p> <p><b>Regulation Strategies</b></p> <ul style="list-style-type: none"> <li>Feeling happy is generally a feeling we like to have and often want to continue feeling or to feel more. The strategies below are some that your students can use, but you can give them space to come up with their own strategies.</li> </ul> <p><b>Thought strategies</b></p> <ul style="list-style-type: none"> <li>See a picture in your mind of a time when you felt happy.</li> <li>What can you say to yourself to keep feeling happy? For instance, “my family loves me.”</li> </ul> <p><b>Action strategies</b></p> <ul style="list-style-type: none"> <li>Talk to grown-ups and friends about how you are feeling happy.</li> <li>Share your happiness by making cards or homemade gifts to celebrate someone else’s happiness.</li> <li>Sing, dance, and move your body to show happiness.</li> <li>Draw a picture of a time you were happy.</li> </ul> <p>Keep a collection of student’s ideas and revisit them. Wonder together if those are effective strategies or if trying something different might work better. Collect strategies that work for students in your class and create a book or collection of class strategies.</p>



## CLOSING

As you complete this unit, invite students to revisit the words they have on their Charter. Educators can ask students, “Is happy a feeling you would like to have at school? Is happy a word you would like to add to our Charter?” Continue conversations about happy feelings and what students do to create happy feelings for themselves and others.

## SCHOOL-HOME PARTNERSHIP WORKSHEET

In the classroom, your child is learning about the word, “happy.” In order to build a shared language between school and home, we have included the definition of happy that we are using in the classroom and some notes that may be helpful when talking about this feeling at home.

<b>WORD:</b>	Happy
<b>DEFINITION:</b>	Full of good feelings
<b>NOTES:</b>	Feeling happy is pleasant with high energy. People who are happy tend to have smiling mouths with corners turned up and sometimes teeth showing. Their eyes may be scrunched and turned up at the corners from smiling or open wide, with high eyebrows and cheeks. Happy bodies tend to have shoulders back, loose muscles, and chests out. Happy voices tend to be loud and clear and may be laughing. Happy hearts may be beating a little bit faster than usual, or even feel “fluttery” and happy breathing is calm.

### Share Your Story

Please think of a story about a time you felt happy, and share it with your child. Be sure to include what happened, why you felt that way, and how you expressed this feeling. You may want to ask your child to draw a picture to go with your story on the back of this page. Your participation helps your child learn about feelings and connect with family members in new ways.

### Family Activity

As a family, create a list of songs that makes you feel happy.

Families can ask their children questions such as:

- Why do you feel happy when you hear that song?
- How does your voice sound when it sings that song?
- How does your body move to that song?”

What other types of activities can you think of that makes you feel happy? We invite you to share your ideas with us!