

Learning Guide

I Feel (blank) by Paige A. DeLozier

Independent reading:

Ages 6-7, Grades 1-2



Included in this Learning Guide:

- Aligned learning standards
- Vocabulary
- Read-aloud lesson plan
- Supplemental activities
- Printables
- Author information

Standards

- The **Self-Awareness** area of competence from the CASEL Framework
 - Identifying one's emotions
- **CCSS RL.1.4** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **CCSS RL.2.4** - Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- **CCSS W.1.3, W.2.3** - Writing a narrative in which they recount a sequence of events.
- **CCSS 1.MD.C.4** - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.



Vocabulary

Word	Definition	Example
blank	an empty space where a word goes	Title, pages 5, 6, 8
comforting	making someone feel safe and loved when they are feeling bad	page 19
droop	to slouch or hang downward	page 9
ignored	to get no attention	page 19
tense	to tighten or stretch	page 11

Read-aloud

After reviewing the vocabulary words, gather together for a shared read-aloud of the book *Feel (blank)* by Paige A. DeLozier. You will be able to stop periodically to ask questions and talk about the book together.

Before reading together:

To prepare for the read-aloud, cover all of the "feelings words" in the book with strips of sticky notes. This will make the words a fun surprise and can come in handy if you want to have learners guess or come up with their own words first!



Here are some sample questions you can stop to ask along the way as you read. Feel free to come up with your own based on current learning goals and objectives.

Sample guiding questions:

- **Cover**
 - "I Feel (blank) What do you think that could mean?"
- **Page 6**
 - So, do we know what I Feel (blank) means now?"
- **Pages 8-18**
 - "What feeling is this child describing?"
 - "How does your body tell you you're feeling that way?"
 - "Can you tell me about a time you felt that way?"
- **Page 20**
 - You can have your child tell you how they liked the book or their favorite new word from the list of feelings words.



Activities



Synonym showdown:

This is an activity for after discussing that the words we learned in the book to describe each feeling are **synonyms**!

Split the kids into two groups and line them up next to each other single file. The teacher will stand in front of the two lines and two-by-two the kids will face-off to see who can quickly name synonym for the feeling the teacher throws them.

The teacher could say "HAPPY" and the first kid to say something like "JOYFUL!" gets the point.

Find a card for each feeling word in the "Printables" section of this Learning Guide!

Sensitive statues:

A twist on an old classic, this will be a great way to get kids up and moving around. Using the rules to "Freeze Dance" where students dance while music is playing, but have to freeze when it stops or they're out, add a rule that when the music stops, they must pose to **display the emotion** you shout out.

Begin with more common words for each emotion and then try adding less common ones. This will show you who is really internalizing new vocabulary and the synonym concept.

Let's take a poll:

Explain that not only does everyone have the ability to experience all different emotions, but we can sometimes experience them at the same time and sometimes not. For example, something that makes you laugh could make me cry.

Using the polling materials found in the "Printables" section of this Learning Guide, have students create a few different scenarios that would cause them to feel a strong emotion (or use the sample list below). Ask peers, friends, family members, etc. how each situation would feel and plot them on the graphs. Once all data is collected, come back together to discuss the findings and what the **similarities and differences** were.

**Sample scenarios:**

How would you feel if you were...

...riding the world's tallest rollercoaster.

...dancing in a talent show.

...exploring outside at night.

...swimming in the open ocean.

...going on a trip to visit a friend.

blank

comforting

droop

ignored

tense

Feelings words

happy

cheerful

content

joyful

lovely

pleased

Feelings words

glad

sad

heartbroken

somber

upset

down

Feelings words

low

blue

mad

aggravated

furious

angry

Feelings words

irritated

frustrated

upset

tired

sleepy

drowsy

Feelings words

worn out

sluggish

drained

exhausted

scared

afraid

Feelings words

terrified

panicked

fearful

alarmed

frightened

embarrassed

Feelings words

bashful

quiet

nervous

ashamed

shy

alone

Polling papers

Scenario:



Author Info



Find me at www.paigedelozier.com!

Hi! I'm Paige. I started out as an elementary school teacher and my passion continues to be sharing stories and lessons with teachers, children and their families. This book and learning guide have been fun for me to work on as incorporating social emotional learning topics with content has always interested me. I hope you and your family or class enjoy this exploration of feelings and words!

