

The
Early Years Count
Literacy
Connection



A Little Emotional

Written and Illustrated by
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Preschool edition

Overview of Book

Happy follows the child as he plays. When the toy is missing, a little Anger turns into big Anger followed by Worry, then Scared- and that's not all! How can the child get Happy back?

Genre: Picture

Vocabulary

Books are a rich source of words new to children. Here are some words from *A Little Emotional* to introduce in your classroom:

Names of several feelings in the story (worried, jealous, scared, relieved, guilty, loved...)

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

Connecting with the HighScope Curriculum

COR Advantage 1.5

Social and Emotional Development item D (*Emotions*), Item H (*Conflict resolution*)

Social Studies Item GG (*Geography*)

Reading Tips

Read this to the group by taking advantage of the graphic and text elements. Act out all the emotions as they come up and encourage the children to do the same. Ask, "How do you show scared?" Encourage children to stand during the read aloud so they can go from "a little Angry" to "full-blown Anger". Show the children the bold and large text and remind them, "The book is telling me to read this part loud." Linger on the pages the children want to see and ask about the strong feelings shown. Ask, "How have you made things right when you hurt someone's feelings?"

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Have people figures in baskets for each child at **Small Group Time**. Encourage the children to use the people to act out and name different feelings. Talk through various solutions including modeling the Conflict Resolution steps.

For **Large Group Time**, play snippets of a variety of instrumental music that evoke different emotions. Encourage the children to move to and label how the music makes them feel.

Around the Room

Highlight the book's content and build on the children's excitement in a variety of locations.

Add other story books to the **Book Area** that encourage discussing strong feelings. For example, "The Tale of Peter Rabbit" (fear/scared, anger), "The Rabbit Listened" (disappointed, sad, pride), "My No, No, No Day!" (anger, grumpy, sad, frustration, relief).

Have feelings charts in the **Art Area**. Encourage children to paint or draw different feelings and talk about their work. Take dictation to create a feelings book for the classroom.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one "right" answer.

Here are some questions you might ask for *A Little Emotional*:

What do you do when you feel a little anger starting to get big?

How do you take care of your favorite toys?

How do you share kindness?

For more information on how to use books and stories with children to enhance your curriculum, contact
The Family Connection:

website—
www.famconn.org

Facebook—
@famconnsjc

phone—
574-237-9740

@ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *A Little Emotional* with their child. Here's a sample message you can send:

As you and your child read this book, stop often to talk about the faces of the characters and the "feelings" depicted. For example, when the boy sees Funn Supernova missing from the dresser ask, "Look at his face and body. What is he thinking?" Talk through all the feelings at your child's pace. Take the parent's perspective and talk about how important putting away our things is. Ask, "What would have happened if Funn was put away?" Talk about how when a little anger gets too big, it makes it hard to solve problems. Ask how the sister feels during this whole thing and if that is ok.