

What I'm Feeling is Okay! Emotions Curriculum Guide

While there are no universal Social Emotional Learning standards across the country at this moment, this book addresses these typical Early Learning Standards:

Standard	SEL Benchmarks Infant & Toddler (Birth-3 years)	Sample Activity
1.1.IT Infants and toddlers display a positive sense of self.	The infant or toddler... 1.1.IT.5 expresses reaction through facial expressions, sounds, and gestures.	Have children look at themselves in a mirror while you name different facial expressions.
1.2.IT Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.	The infant or toddler... 1.2.IT.3 begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.	Have them try to copy the emotion that is being shown on the page.
	The infant or toddler... 1.2.IT.4 shows increasing ability to recognize own feelings, including simple (such as mad, glad) and complex (such as excited, frustrated, disappointed) feelings.	Look at the different emotions in the book and name each one.

Standard	SEL Benchmarks Preschool (3-5 years)	Sample Activity
1.2.PS Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.	The child... 1.2.PS.5 states feelings, needs, and opinions in difficult situations without harming self, others, or property.	Have students create a booklet with a page on each hard emotion and a coping strategy for when they feel that way. Encourage them to use their book when needed.
	The child... 1.2.PS.6 expresses an increasing range and variety of emotions, and the transitions between feeling states become smoother.	Talk about how it's okay to feel hard emotions, but then we can use strategies to help ourselves feel better. Find examples in the book.

Standard	SEL Benchmarks Kindergarten	Sample Activity
<i>Demonstrates the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.</i>	Demonstrates calming strategies in order to manage emotions, thoughts, impulses, and stress	Have students identify common stressors and stressful situations. Brainstorm different strategies to cope with those stressors.

	Describes how feelings relate to thoughts and behavior	Have students illustrate times when they felt like the boy in the book did: When have you felt scared? When have you felt excited? When have you felt worried?
	Recognizes that they have choices in their behavior	Talk about the choice the boy made when he was mad. Was that a good choice? What could he have done instead? Has that ever happened to you?
	Recognizes the importance of not giving up	Find examples in the text of how the boy was doing something hard but kept trying. What times has this happened to you?
	Uses coping skills such as calming down, walking away, self-talk, seeking help, or mediation to manage their emotions and behaviors	As a class, create a calming corner with various coping strategies for students.

Kindergarten Common Core Literacy Standards

Reading: Literature

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure:

CCSS.ELA-LITERACY.RL.K.4

Ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RL.K.6

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.K.10

Actively engage in group reading activities with purpose and understanding.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.