



# The FEEL GOOD Book

## "Feel Good" Collage

What types of things make you feel good? Things we do, see, touch, hear, feel, and taste can make us feel good inside. Have children cut words and pictures from magazines and newspapers that represent things that make them feel good. Paste the words and pictures on to a large piece of paper or poster board titled "The FEEL GOOD Collage." The collage can be for a group or for an individual. Display and discuss what each word or picture represents.

## "Feel Good" Interview

What makes the people around you feel good? Make a list of people that the children can interview, such as friends, teachers, or family members. Have each child choose someone to interview. Some suggested questions could include:

What do you do that makes you feel good?

Who makes you feel good?

What do you do to make other people feel good?

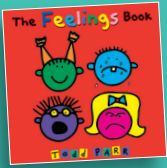
After asking the questions, children can draw a picture of that person doing something they described. They can also write a sentence or paragraph about the person that they interviewed.

You may wish to bind the pages into your own classroom FEEL GOOD Book.

## Celebrating Feeling Good and Expressing Gratitude

Ask students: "Has anyone's actions made you feel good?" Use the answers as an entry to saying "Thank You." Give each child a blank piece of construction paper and have them fold it, so that the paper becomes a card. On the front have each student write, "You made me feel good!" and illustrate their feeling. On the interior, have students complete the sentence "When you \_\_\_\_\_, you made me feel good!" on one half. On the other half, have students write "Thank You!" and sign their names. Have each child give his or her card to the person who made them feel good, making that person feel good in return!





# The Feelings Book

## The Feelings Show

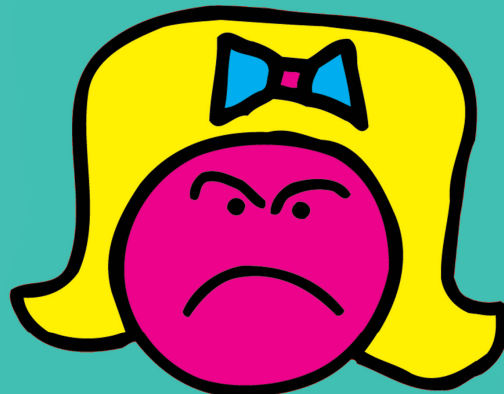
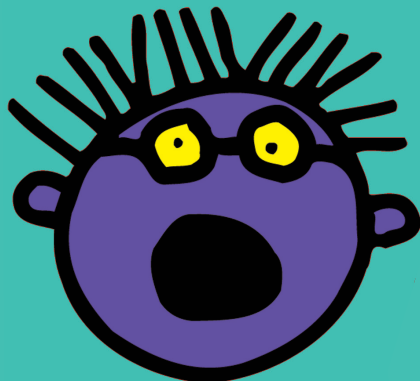
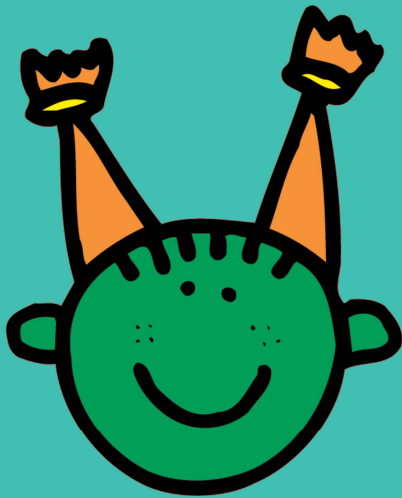
Have students stand up. Read *The Feelings Book* aloud, then ask the class to pantomime the feelings on each page as you read the book aloud. Make sure to read slowly—some students may need a little extra time for their pantomime. After a few repetitions, consider staging your class's Feelings Show at a group meeting or school assembly, giving younger students a chance to shine.

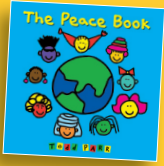
## Feeling Empathy

Learning that each person has feelings of their own is one of life's biggest lessons. Now that students have demonstrated what they think different feelings look like, they are ready to learn what feelings look like on *other* faces. While reading the book aloud, cover the "feelings" words on the page and exaggerate your facial expressions to reflect the feeling depicted on the page and ask students to identify it.

## The Classroom Book of Feelings

Give each student a sheet of paper and ask them to fold it in half and label on side HAPPY and the other side SAD. Ask them to draw a picture below each word illustrating that feeling. Collect the drawings to bind them into a classroom book. Some classes may be ready to illustrate more complex feelings such as "excited" or "angry."





# The Peace Book

## Peace Poem

Using the five senses, children can create a more concrete picture of what "peace" is. Have each child fill out the template below with several options for each.

After choosing a favorite word or phrase for each, rewrite and illustrate on a clean sheet of paper with the title "Peace Poem." Mount and display, or compile into your own Peace Poetry Collection.

Peace looks like \_\_\_\_\_

\_\_\_\_\_

Peace sounds like \_\_\_\_\_

\_\_\_\_\_

Peace tastes like \_\_\_\_\_

\_\_\_\_\_

Peace smells like \_\_\_\_\_

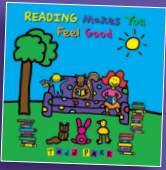
\_\_\_\_\_

Peace feels like \_\_\_\_\_

\_\_\_\_\_

## Start Your Own Peace Project

Invite older students at your school to read *The Peace Book* to first and second graders; partner older and younger students as buddies. Have each team talk about what peace would look like in their school or community. Then ask them to produce a poster or image of their ideas, with older students taking direction from the younger children. As a closing project, each classroom can publish their own Peace Book. You may wish to display your books at a local community center. For more information on The Peace Project, visit [www.toddparr.com](http://www.toddparr.com).



# READING Makes You Feel Good

## Reading Campaign

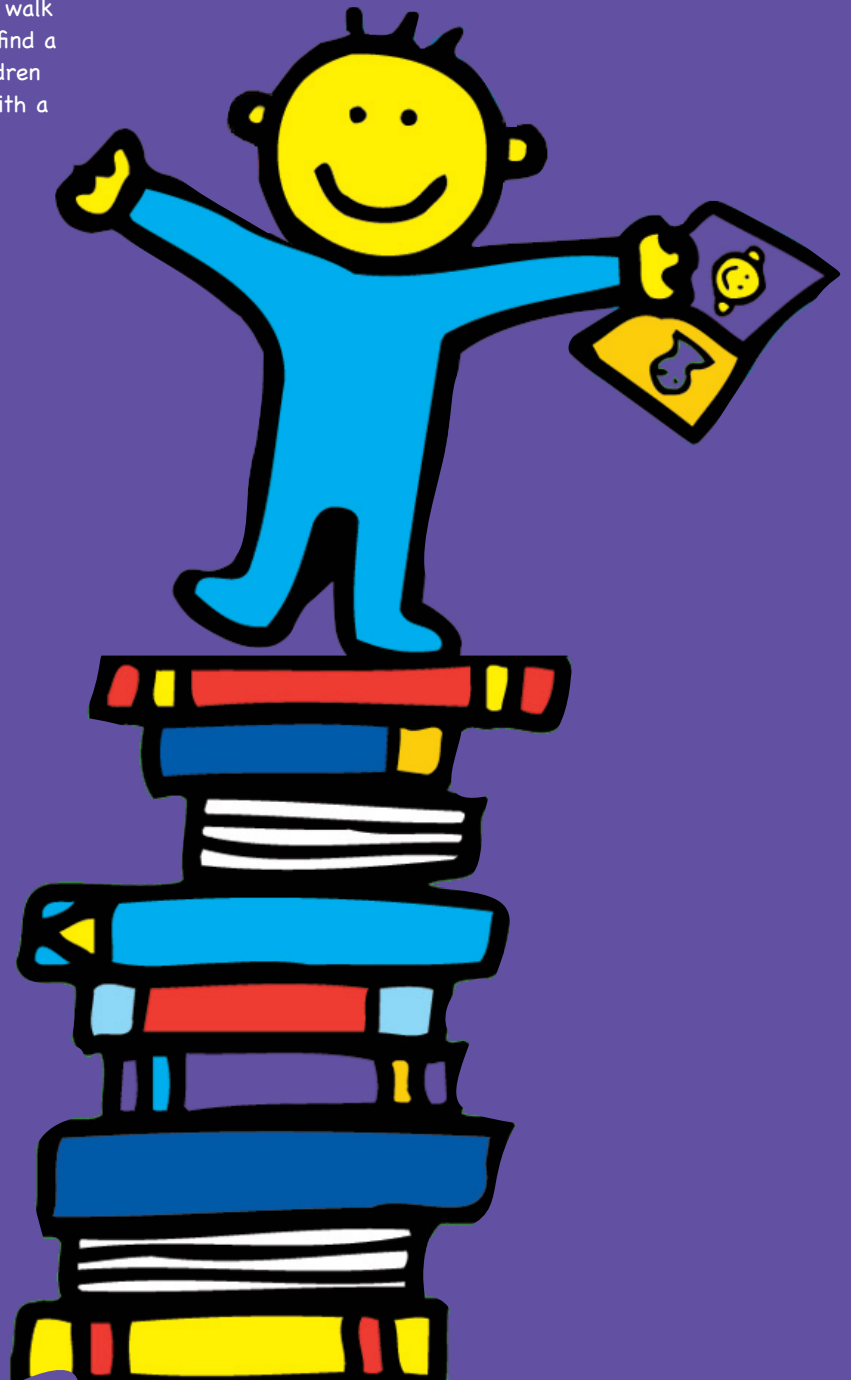
Develop a school-wide "Reading Is..." campaign. First ask students to brainstorm ideas of how they like to read (in a treehouse, with a parent, etc) and how reading makes them feel. Chart the suggestions and select words or phrases to be illustrated by groups of children as posters or murals. Mount the artwork around the school.

## Reading Walk

Words are everywhere! A reading walk can be as simple or as involved as you choose. In a reading walk around the room, children can partner up, point out, and read words to each other, or an individual student can read and write down the words he or she sees on a clipboard. In an ABC reading walk around the neighborhood or school, children can try to find a word that begins with each letter of the alphabet. Children can also "compete" to find the most words that begin with a particular letter in a set amount of time.

## Reading Challenge

Challenge students to read and write every day. Create a reading log for each child that he or she can take home to share with their families. Send home a list of reading activities families can do together, such as reading the newspaper, reading Todd Parr's web site ([www.toddparr.com](http://www.toddparr.com)), and reading food labels. Ask students to read and record a new word in their reading log for each day of the month.

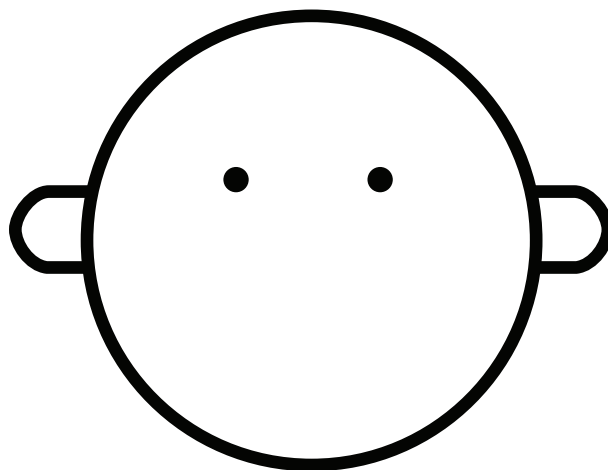




# It's Okay to Be Different

## "It's Okay to Be ME!" Self Portrait

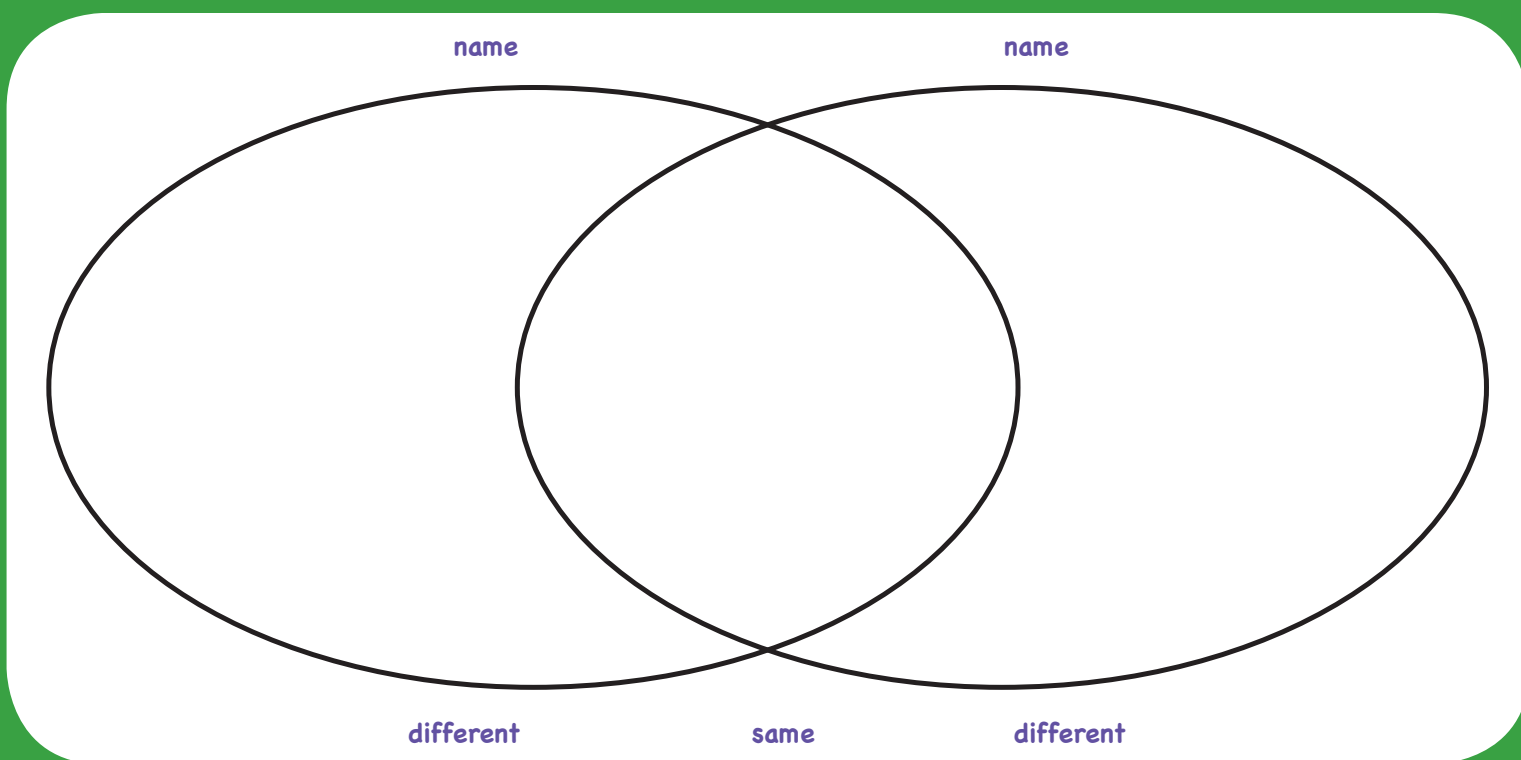
Encourage students to identify his or her own unique physical characteristics. Using the template provided, children can add color to the face, a nose, mouth, hair, and accessories to create a self-portrait.



It's Okay to Be ME!

## It's Okay to Compare and Contrast

Divide students into pairs and give each a blank Venn Diagram like the one below. Have each pair talk about how they are different from their partner and draw facial features on the Diagram. Note in a class discussion what we have in common and what makes each of us special.



## It's Okay to Like Different Things

Have a class discussion about favorite activities. On a blank piece of paper have each student complete the sentence "It's Okay to \_\_\_\_\_" with their favorite activity. Have students illustrate their ideas, then post the papers in the classroom and encourage students to try some of the activities their classmates wrote about.