

# discovery time

## How You Feel

Parents and caregivers, extend Discovery Time into your home. Share these fingerplays and activities with young children. **The letter for this theme is Y.**

### Feelings Song

*(Tune: "Twinkle, Twinkle")*

I have feelings, you do too.  
Let's all sing about a few.  
I am happy, I am sad,  
I get scared, I get mad.  
I am proud of being me.  
That's a feeling too, you see.  
I have feelings, you do too.  
We just sang about a few.

### Feelings

Sometimes on my face you'll see

*(Point to face)*

How I feel inside of me.

*(Point to chest)*

A smile means happy.

*(Smile)*

A frown means sad.

*(Frown)*

And gritting teeth means I'm mad.

*(Grit teeth)*

When I'm proud, I beam and glow.

*(Smile)*

But when I'm shy, my head hangs low.

*(Bow head)*

### Angry Feelings

When angry feelings start to mount,

*(Make an angry face)*

That's when I take some time to count:

One...Two...Three...Four...Five.

*(Count on fingers)*

Counting helps me settle down,

Counting helps to fade my frown:

*(Slowly change frown to smile)*

Six...Seven...Eight...Nine...Ten.

*(Count on fingers)*

### If You're Happy and You Know It

If you're happy and you know it, clap your hands.

*(Clap hands twice)*

If you're happy and you know it, clap your hands.

*(Clap hands twice)*

If you're happy and you know it,

Your face will surely show it.

*(Point to your face)*

If you're happy and you know it, clap your hands.

*(Clap hands twice)*

*Change the emotions and add appropriate actions: for sad, say "Boohoo"; for silly, shake your head; for grumpy, stamp your foot; for scared, hide your eyes, etc.*

### Faces

*(Perform facial expressions as suggested)*

Here is a face that's happy.

Here is a face that cries.

Here is a face that's sleepy.

Here is a face that sighs.

Here is a face that's angry.

Here is a face that's sad.

Here is a face that's noisy.

Here is a face that's glad!

### Shake My Sillies Out

Gotta shake, shake, shake my sillies out,

Shake, shake, shake my sillies out.

Shake, shake, shake my sillies out,

And wiggle my waggles away.

*Alternate verses:*

*.....clap, clap, clap my crazies out.....*

*.....jump, jump, jump my jiggles out.....*

*.....yawn, yawn, yawn my sleepies out.....*



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**Help your child get ready to read with these simple activities.**

- **Talking:** Talk with your child about her feelings and emotions. Use a mirror and practice faces appropriate for when she has a bad dream, goes to a birthday party, has a toy taken away, is missing someone, etc. Together, talk of appropriate ways for her to express feelings.
- **Singing:** Sing “If You’re Happy and You Know It” with your child. Add verses about other feelings such as “If you’re angry and you know it, stomp your foot.” Other suggestions are on the reverse of this handout.
- **Reading:** Snuggle up with a book at a regular time each day that works for your child. Try to keep reading time a special, relaxing time when you can enjoy each other!
- **Writing:** Have your child draw different emotions on a piece of paper, such as: a smiley face for feeling happy, a sad face for feeling sad, etc.
- **Playing:** Gather photos of people expressing different emotions, such as excited, scared, happy, sad, etc. Encourage your child to sort the photos into categories according to the different emotions. This activity helps your child identify emotions in others and develop empathy skills.

## family literacy tip

### Emotions and School Readiness

Science has established a compelling link between social/emotional development and behavior and school success. Indeed, longitudinal studies suggest that the link may be causal...academic achievement in the first few years of schooling appears to be built on a foundation of children’s emotional and social skills. Young children cannot learn to read if they have problems that distract them from educational activities, problems following directions, problems getting along with others and controlling negative emotions, and problems that interfere with relationships with peers, teachers, and parents.

Smith, Barbara J. “Linking Social Development and Behavior to School Readiness.” *Center for Evidence-Based Practice: Young Children with Challenging Behavior*, [http://challengingbehavior.fmhi.usf.edu/do/resources/documents/rph\\_social\\_dev\\_school\\_readiness.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/rph_social_dev_school_readiness.pdf). Accessed 16 June 2017.



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