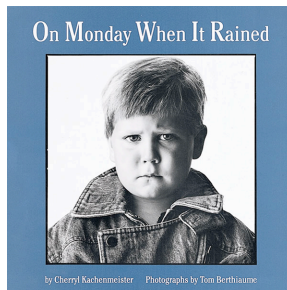


Handout 5.2 Book Nook

Using Books to Support Social Emotional Development

Adapted from: <http://www.vanderbilt.edu/csefel/resources/strategies.html#booknook>



On Monday When It Rained
By Cheryl Kachenmeister
(Houghton Mifflin Company, 1989)

On Monday When It Rained is a great book for talking about feelings and emotions. The story is about a boy and what happens to him every day for a week. Each day, based on what happens, the boy talks about how it makes him feel. The pictures are very expressive and label a range of feelings and emotions (disappointed, embarrassed, proud, scared, angry, excited, lonely).

Examples of activities:

- While reading the story, pause after each of the day's events and ask the children how they think they would feel if that happened to them.
- While reading the story, have children talk about times that they felt disappointed, embarrassed, proud, scared, angry, excited, or lonely. Also talk about times when you felt disappointed, embarrassed, proud, scared, angry, excited, or lonely.
- Give each child a small handheld mirror and have them make faces representing the feelings as the little boy expresses different emotions in the story.
- Make a "feelings" collage by cutting pictures of different faces out of magazines and gluing them and other items such as sequins, glitter, etc.
- Since the story is about one child, the pictures of the "feeling faces" are not very diverse. Take pictures of all the children in the classroom making faces that show different feelings (disappointed, proud, embarrassed, scared, angry, excited, and lonely). Make a new *On Monday When it Rained* book—with the pictures showing the children in the classroom.
- Use the same idea as above (taking pictures of children making faces to show different feelings), but have the children make up their own story. They can expand and add pictures showing more emotions and feelings than those in the story.
- Have the children make a mural of things that make them feel disappointed, proud, embarrassed, scared, angry, excited, and lonely.
- Repetition of the same book allows children a chance to really learn the story—it becomes their own story by the end of the week! Repetition helps children feel confident and competent as they become able to talk about the story, predict what will happen next, recognize and understand certain words, talk about their own experiences related to the story, and even make up their own story! Based on this idea, try reading *On Monday When it Rained* every day for several days during the week and emphasize a different concept from the book each day. Continue to build on the concept with related activities in small group/center time. Even though the concept of the day may not be directly related to "feelings," you can build on feelings during large and small group time as well as across other activities during the day. Some examples are included below.

RAIN

After reading the story, introduce the concept (rain) by asking if anyone remembers what happened to the little boy in the book when it rained. How did it make him feel when it rained? Ask how they feel when it rains. What do they like to do when it rains? Have there been times when they felt happy when it rained or disappointed or sad? What was happening when they felt this way?

Sometimes rain can make you happy or sad! What does it sound like when it rains? Have a coffee can (with a lid) that has been filled with rice or rice on a pie tin. Shake the can or tin and ask if it sounds like rain. Have other instruments so children can make rain sounds (cymbals or cookie sheets for thunder, or wood blocks and sticks—can also tap fingers on the floor to sound like rain, rub hands together, pat legs, stomp feet for thunder). Children can chant:

*Rain, rain go away.
Come again another day
We want to go outside and play.
Rain, rain go away!*

- **Art:** Let each child color coffee filters with magic markers. Place the filters on newspaper. Use a spray bottle containing clear water and have each child gently spray (“rain on”) the coffee filter. Watch how the colors blend together and form new colors. Allow filters to dry. As the children are making their filters, ask how they think the boy in the book would feel if he got to make rain filters. Remind them that he was disappointed when it rained—do you think this would make him happy or would he still be disappointed because he couldn’t go outside?
- **Make-Believe:** Put 4 or 5 items in a paper sack that are related to rain. Possible items might include an umbrella, a sponge, a towel, a raincoat, boots, and a toy boat. Tell the children that they are going to create a story about rain (using all of the items in the bag) and how rain makes them feel. Let a child pull an item out of the sack and have everyone label the item. After all of the items have been removed and labeled, brainstorm as a group how the rain story should begin. If needed provide some suggestions for beginning the story that the children can choose from or modify. Write the beginning sentence on a piece of chart paper. Then take turns letting each child add a sentence to the story that includes something about one of the items that was pulled from the bag, what they might do with that item in the rain, and how it might make them feel. After each child has had a chance to contribute at least one sentence, read the story aloud.
- **Science:** Have materials for children to make a daily weather log. Children can draw rain, sun, snow, etc. for the log. There should also be a space on the weather log to report how the weather makes you feel. Children can draw faces (happy, sad, excited, etc.) for the log. As children are making the weather log, have conversations about the little boy in the book and how he felt when it was raining outside. Ask the children how they think he would feel if it was snowing outside. When the weather chart is finished, it can be used on a daily basis during large group time to discuss the weather as well as how the weather makes everyone feel!

SHARING

Introduce the concept of the day by asking the children if they remember what happened when the boy went to his cousin Janie’s house (she wouldn’t let him play with her new dump truck!). How did that make him feel? Ask the children what it means to share. Discuss sharing and ask how they feel when friends won’t share with them. Ask for examples of when they have shared with their friends. Provide a snack such as a graham cracker square that can easily be broken into two pieces.

Give a graham cracker square to every other child. Discuss how some children do not have a graham cracker and how the child with the graham cracker can share with the child next to him. Then have the child with the graham cracker break it into two pieces and share it with the child next to him.

Sing the Sharing Song to the tune of “Skip To My Lou.” They can continue to sing this song throughout the day as they share toys, crayons, etc., during the day—just change the word for cracker to match whatever they are sharing!

Share, share, share your crackers

Share, share, share your crackers

Share, share, share your crackers

Share your crackers today!

- **Music/Movement:** Share space. Use carpet squares, hula-hoops, or make circles or squares on the floor with masking tape. There should be fewer carpet squares than children. Explain that the children will move around to music but when the music stops, everyone will find a carpet square to stand on and share with other children. Show the children how several people can be on one carpet square together at the same time. They will share the carpet square. Play music and encourage the children to move to the music (they can also sing “share, share, share your square” as they move to the music!). Stop the music and tell the children to find a carpet square to stand on. Remind them that more than one child will be on a square, they will need to share the space! Remove one of the carpet squares and again play a segment of music. When the music is stopped, each child shares a carpet square. Continue to remove a carpet square each time until there is only one carpet square (if you have a big enough space to have a huge square!) or 2 or 3 carpet squares left and all of the children share the same space. Make sure the squares are big enough to hold all of the children!
- **Art:** Have several cardboard boxes for the children to make a train together. They can decorate the boxes and then put them together like a train (or any other object that might be interesting to them). You could also tie this back to the story when the boy talks about a zoo. They could put stuffed zoo animals in their “train” and ride them around the room. Have limited supplies available to support children in sharing the materials as they make their train together. Talk about sharing while the children are building and decorating their train. Provide specific comments or acknowledgement when children share. Ask how it makes them feel when they have to wait to use the object that they want. What are some other things they can do while they wait their turn and share the materials (work on another part of the box, use crayons while they wait for the markers, make streamers for the train, etc.)? Talk about how sometimes it is really hard to share!!
- **Sand (water) Table:** Have sand in the water table and dump trucks or any materials where the children can scoop the sand and dump it out. Explain that they are going to play dumping sand like Janie did in the story. Have limited items so children have to share. Talk about the story and how the boy felt when his cousin didn’t share. Ask why they think she didn’t share her new dump truck. Explain that it is sometimes hard to share new toys when you haven’t had a chance to play with them yet. Ask what they think they might have done. Would they have shared their new toy with the boy?