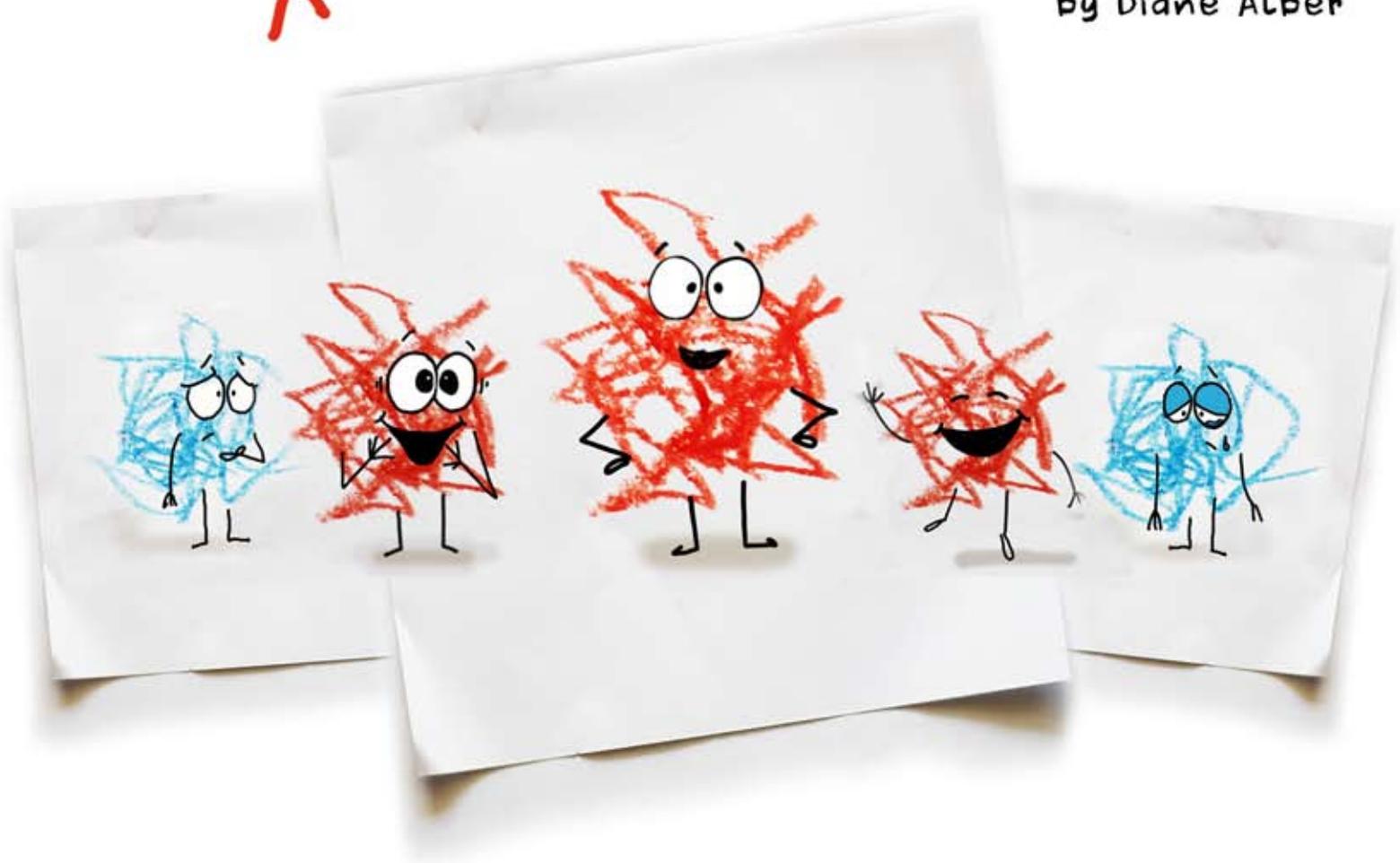


I'M ^{NOT} JUST A SCRIBBLE...

by Diane Alber



Teaching Notes for Parents and Teachers on:

EMOTIONS

Grade level(s): Pre-K and Kindergarten



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EMOTIONS

Fine Arts:

★ **Concept 1: Create and Understand Visual Arts.** The children will use a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.

Self:

★ **Concept 1: Self-Awareness**

Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem. The child recognizes and expresses feelings of self and others.

★ **Concept 2: Recognizes and Expresses Feelings**

Children develop an awareness of the feelings of self and others through daily interactions with peers and adults. Children develop the ability to effectively and appropriately express themselves and learn that their feelings and feelings of others are important.

Objectives:

- ★ Students will identify similarities and differences between themselves and others.
- ★ Students will associate emotions with facial expressions, body language and words.
- ★ Students will identify, express and describe their own feelings and those of others.
- ★ Students will express empathy for others.
- ★ Students will learn how color can be used to express emotions.

Introduce FEELINGS



Before reading:

“I’m NOT just a Scribble...”

Introduce the book to your students (teacher script in blue italics)

“Today we are going to read a book called “I’m Not just a Scribble...” written and illustrated by Diane Alber. This book will help teach us about feelings.

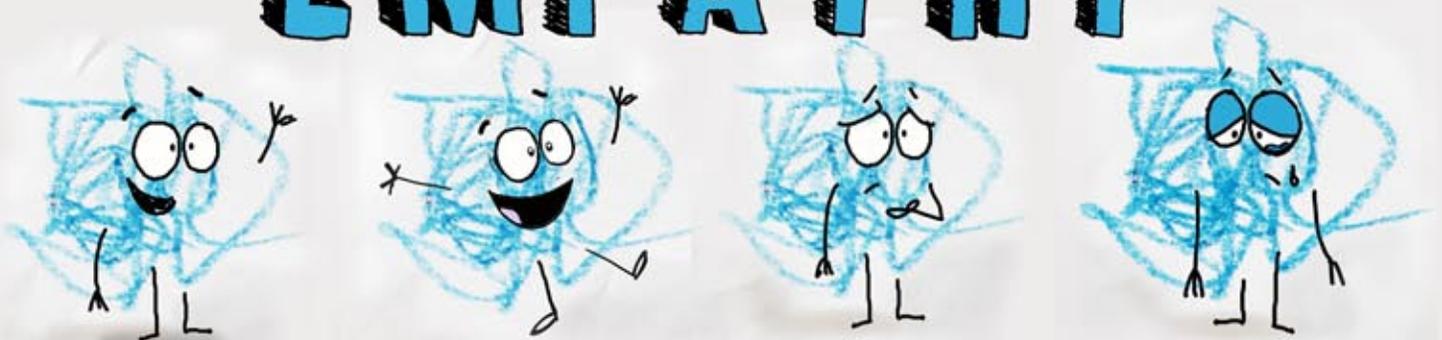
Can you name some feelings you’ve had before?” Let the children think for a few minutes, then have them share some ideas with the class. Write the ideas down on chart paper or the board- next each feeling, draw a face that expresses that feeling. Call out a feeling and have students make their face/body express that. (“Show me ____.”) Some feelings they might have: happy, sad, mad, scared, excited, shy

“This is Scribble, the main character of the book. As I read the book, we’ll think about and talk about how Scribble is feeling. Understanding how others are feeling is called having empathy.” Write down that important word.

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EMPATHY



During reading:

Read up to: “He still managed to grunt, ‘What are you anyway?’” and then ask: “*How do you think Scribble is feeling?*” “*How do you think House is feeling?*” “*Why do you think House is treating Scribble this way?*” Give students time to think and share ideas. Make sure someone mentions that House sees Scribble different than himself and doesn’t want to play with someone who’s different or not good enough. Scribble is feeling sad or left out. Ask students to share a time when they’ve felt this way. Refer to the sad face on your chart.

Read the next page: “Scribble was confused...” and ask students if they know what it means to feel confused. Add the word “confused” to your list and draw a confused face next to it.

“When have you felt confused?”



SAD

CONFUSED

Read up to: “He felt really bad.” “*Look at Scribble now. How is he feeling?*” Sad “*How do you know he’s sad?*” He is crying, he’s looking down, he’s blue.



FEELINGS (continued)



Read the next page: “So, he changed his colors and went on his way.” *“Why do you think he changed his colors?”* *“Can colors make us feel certain ways?”* Have students give some examples: blue=sad, red=angry, yellow=happy

Love, Angry,
Excitement

Happiness,
Joy

Peaceful,
Calm

Sad, Lonely,
Cold

Read up to: “He was standing right there, near the sun in the sky.” *“How is Scribble feeling now?”* Happy/excited. *“How do you know?”* smiling, hands up by face, he’s a bright color. *“Why is he happy now?”* His friends are including him again.

EXCITED



Read up to: “The art was so beautiful, and it was better than ever!” *“Let’s compare these 2 pages to the 2 pages that had no color.”* Show students the pages with all of the pictures in black and white. Talk about how they’re different and they make you feel differently. Bright colors make us feel happy and excited.

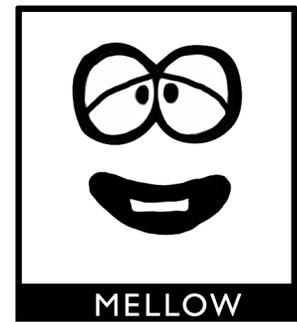
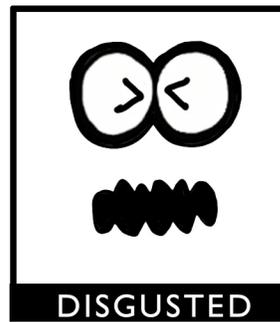
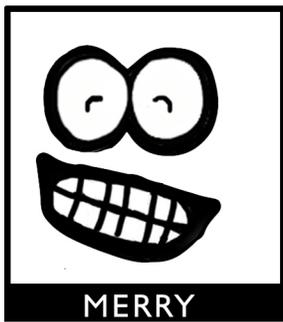
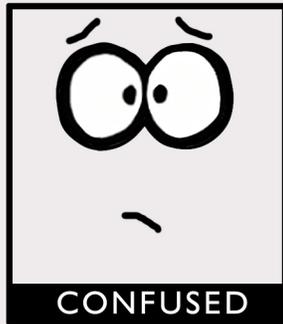
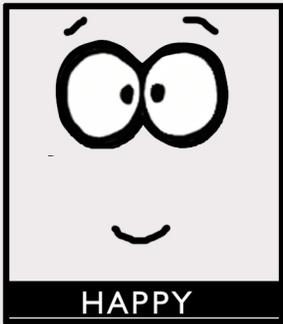
After reading:

“How do you think Scribble is feeling now?” *“How are his friends feeling?”* Talk about how Scribble’s feelings changed throughout the book. Review the feelings they learned about today and have students show feelings with their face/body again. Remind them about the word empathy.

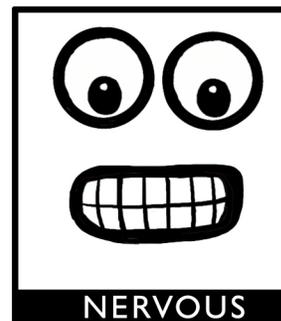
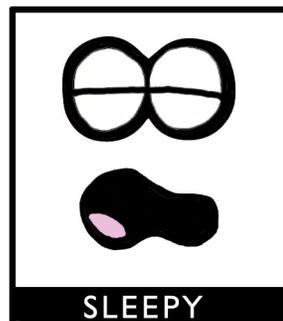
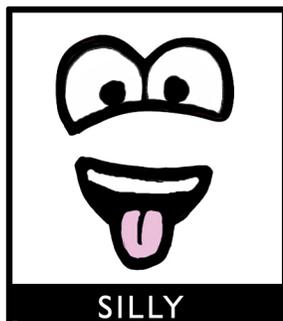
★ Tell them tomorrow they will learn more about using color to show certain feelings.

Scribble Sticker EMOTIONS

★ Notice how eyebrows and simple line mouths can change an expression



★ Turning the mouth upside down makes a different emotion



Review feelings and Learn about the relationship between colors and feelings.



- Students will learn how colors can be used to express emotion.

“Yesterday, we learned about feelings by reading about our friend Scribble. What are some of the feelings we talked about yesterday?” Have students share about the feelings that are on your list and take any new ideas they have. Have them show the feelings once again with their faces/bodies.

“Today, you get a chance to design your very own Scribble! Your Scribble can be tall, small, big, and thin. You can use round lines or straight lines. Who would like to come up and draw a scribble for us?” Let 3-4 students come up and draw a Scribble for the class. *“What are some words we can use to describe _____’s Scribble?”* Make a list next to each one. Teacher draws a few more if needed.

Show students sticker sheets. *“Now, we get to use these stickers to show how our Scribbles are feeling!”* Ask which stickers they would use to show their Scribble feeling each different emotion. Make sure to mention how not only the mouth but the eyes show emotion.

“Let’s talk about colors and how they show emotions. Which color should I use if I want to show that my Scribble is sad?” Go through each emotion: sad, mad, silly, mellow (talk about what these feeling means), bright (talk about meaning), happy, etc.

Discuss, as you go, how students can use stickers and colors to express different emotions.

Summary: Have students share their books with each other or the class. Review what they’ve learned so far.



Objectives:

- Students will create art work with details which represent creative and personal choices, ideas, experiences and feelings.

Review the previous 2 days with students. Go through your list of feelings, along with facial expression and body language and. Review the Scribble book and activity book and have students finish them if needed. Tell students that today, they will create art work that shows emotion.

Model for them (and modify according to the age/maturity level of your class):

1. Choose an emotion from our list
2. Think of something (or things) that make you feel that way or you think shows that emotion
3. Choose colors and mediums you want to use to convey that emotion

Examples:

Feeling: Happiness

Objects to draw/paint: sun, flowers, sunset, butterflies, balloons, cake

Color(s): oranges and yellows

Feeling: Calm/content

Objects to draw/paint: pillow, blanket, water, grass, forest, ocean waves

Color(s): blues, purples, greens

Feeling: Sadness

Objects to draw/paint: tears, rain, feeling left out, being lonely

Color(s): blues, purples

Feeling: Anger

Objects to draw/paint: volcano, fire, steam coming out of ears

Colors: reds, oranges, yellows





Supplemental Activities:

- Cut out pictures from magazines of people expressing emotions and have the children sort them in a station or as a class.
- Sing songs about feelings. One I found was to the tune of “If you’re happy and you know it” from Sunflowersstorytime.com.

It goes:.

If you’re happy and you know it clap your hands.

If you’re surprised and you know it say “Oh my!”

If you’re sad and you know it rub your eyes “Boo hoo”

If you’re scared and you know it shiver and shake.

If you’re sleepy and you know it close your eyes.

If you’re angry and you know it stomp your feet.

And always make sure end up with “happy” again.

*They suggest showing students pictures of each emotion as they sing the song.

Scribble rainbow- Have children trace the colors and then color them in as you discuss the emotion that each color could represent.

More stickers: If you would like to purchase more stickers they are available on www.imnotjustascribble.com website!

Special Thanks: To Stacy Bauer for helping me put this lesson plan together, she is the author of the children’s book “Cami Kangaroo Has Too Many Sweets” as well as a Kindergarten teacher. You can see more about her book on her website: <http://www.stacybauer.com>