

ACTIVITY PLAN		
Type: Child Directed <input type="checkbox"/> Planned <input type="checkbox"/> Routine <input type="checkbox"/>	Size: Individual <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group <input type="checkbox"/>	Name of Activity: Feelings Rainbow Curriculum Theme: Soc/Emot Teaching Focus: Labeling Feelings
DESCRIPTION OF ACTIVITY		
Using a large group size piece of butcher paper, we hang it on the wall in the hall or in Classroom. After reading the Glad Monster/ Sad Monster book we will create a group Rainbow. Focusing on one or two colors a day, and using different kinds of mediums (markers, fabric, doobers, tape, chalk, water colors) children will create a piece of the rainbow according to the feelings in the book. Gad (yellow), Angry(red), Sad(blue), Scared (green), Silly(purple), Loved(pink), Worried(orange).		
MATERIALS NEEDED		
Glad Monster/ Sad Monster book Large piece of butcher paper Markers, fabric, tape, water colors, chalk, glue		
OPPORTUNITIES TO EMBED SOCIAL EMOTIONAL TEACHING or IFSP Goals		
We can help kids make feeling more concrete by matching them with colors Opportunities for kids to see what the feelings look like and create it themselves on their face		
OPPORTUNITIES TO EMBED KEY LANGUAGE, LITERACY OR COGNITIVE SKILLS		
Feelings Words- Happy, mad, sad, scared, worried, silly, loved Color words- Yellow, red, blue, green, orange, purple, pink Color matching, color sorting		
RELATED SONGS , BOOKS, OR ACTIVITY EXPANSIONS		
If you're Happy and you Know it (song) My Many Colored Days (book by Dr. Seuss) The Story of my Feelings(book on CD) Additional activity extension ideas for Glad Monster Sad Monster can be found in the CSEFEL Book Nook		
Resource/Reference (where did this idea come from? book and page number, web address etc.)		
Glad Monster/Sad Monster Book		

Have we considered... ?

- Developmental appropriateness of activity
- Multiple modalities for presenting the activity
- Multiple ways for child to express (e.g. verbally, pictures, drawing, signs, movement etc.)
- How to keep all kids engaged?
- How to include/adapt for specific children to ensure access and participation