



Girls Incorporated®
of Alameda County

**“My Many Colored Days”
Learning to Understand & Express Emotions
By Emmy Meinke**

Title	Learning to Understand & Express Emotions	Grade	K	Unit	Building a Community	Date		Total Time	90 Min
Comprehension Strategy	Making connections Visualizing			Purpose	Learn to express & understand emotions/feelings				
SSB Qualities	Responsible – listen to their bodies and minds Explorers – exercise their imaginations								

Day 1 of 2:

Pre-reading	Cool Words	Incidental Words
<p>This book will rely on the girls understanding the concept of symbols. The book describes feelings through colors. Girls will need to understand that the character is not actually blue but feels blue. It would be good to ask the girls, “If someone said they felt red, what do you think they are feeling?” If the book <u>One</u> has been read, this would be a good reference. Have flash cards with the names of the colors on them in the colors (blue would be written in blue) flash the cards and have the girls read the colors.</p> <p>15 min.</p>	<p>Groan Howl Drag Flap</p>	
Read-aloud		
<p>Read <u>My Many Colored Days</u> by Dr. Seuss. This book is short and simple to read but the concept of symbolism might be over the kindergartners’ heads.</p> <ul style="list-style-type: none"> • After the character turns into a red horse, and ask the girls, “How does the red horse feel?” Ask how they know. • After the character has its purple day, ask the girls how the character feels on its purple days? Again, ask how they know. Ask similar questions for the other colors. • At the end of the book, ask the girls to think of the color that they feel today. <p>Make sure that the girls don’t just pick their favorite color. Do an example for yourself. “Today I feel yellow because I am very happy”</p> <p>15min</p>		
Post-reading		
<p>We will be painting ourselves using the color that we feel today.</p> <p>Students will think about the color that they feel today and paint a picture of themselves as they feel today.</p> <p>30 min</p>		

Day 2 of 2:

Pre-reading		Cool Words	Incidental Words
<p>Revisit the idea of symbolism in the story.</p> <p>Ask the girls to try to remember how they felt the first day and what color they feel today.</p> <p>Remind them that the character changed in the story so they can too.</p> <p>Have flash cards with the names of the colors in black and have the girls try to read them.</p>		<p>Groan Howl Drag Flap</p>	<p>Symbolism Symbols</p>
Read-aloud			
<p>Read the book again and continue to ask the questions that lead the girls to connect their own experiences to the text.</p> <ul style="list-style-type: none"> • “If you had a ‘mix up day’ how would you feel?” • Who here has had a mix up day? Why?” <p>Ask the girls to act out each page by making silent movements in their seats.</p>			
Post-reading			
<p>Give the girls their paintings to remember how they felt the day before.</p> <p>Explain that they’ll be writing sentences to go along with their pictures.</p> <p>They will be given a template “I am (<u>color</u>) because I feel....” (see the next page for a template). Write their responses on a white board for them to copy. Paste their writings on their paintings.</p> <p>Go for a gallery walk, letting the students observe one another’s creations.</p>			
Materials and Prep Items	<p>Paint Paper Pencils News paper or butcher paper to protect the tables “I am ___ because I feel” Template White Boards</p>	Volunteer Tasks	<p>Help prep materials and set up for painting.</p> <p>Help girls complete their sentences.</p> <p>Help girls clean up.</p>

- Today I feel

because

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because
