



LESSON

2

Feelings & Actions Unit Grade 1 • Ages 5-7

TIME FRAME

Preparation: 15 minutes (longer if you prewrite names on chain links)
Instruction: 30 minutes

MATERIALS

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst, Antheneum Books for Young Readers: New York, 1972, or search YouTube for read aloud version of book

[Kindness Concept Poster](#): Self-Care

LEARNING STANDARDS

Common Core: Common Core: CCSS. ELA-Literacy. SL.1.1.1, 1a-c, 2, 3, 4, 6
Colorado: Comprehensive Health S.3, GLE.1, EO.a,b; Reading, Writing and Communicating S.1, GLE.1, EO.a,c,d; S.1, GLE.2, EO.a,b,c

[Learning Standards Key](#)

Bad Day Blues

Students will recognize that how they feel and act can impact others.

Lesson Background for Teachers

This lesson builds on the [previous lesson](#) in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

FEELINGS OR EMOTIONS How we feel in our body and our heart when something is happening around us.

TERRIBLE AND HORRIBLE Very bad.

CARING Feeling and showing concern for others.

SELF-CARE Caring for yourself mentally, physically, emotionally and socially through your words and actions.

ATTITUDE The way you think and feel about someone or something.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Having additional copies of the book to view in small groups.
- Seeing the book on the document camera.
- Using the Focusing Strategies to help identify emotions and calm down.

Resources

This lesson builds on previous lessons in this unit. For an additional book about a character having a bad day and what they did about it read: Mrs. Biddlebox: Her Bad Day... and What She Did About It! by Linda Smith.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Share (3 mins)

Share with a classmate the **emotions** you drew in **Name That Emotion** and explain the situations where you felt these **emotions**; or, name three emotions and show your neighbour what your face looks like when you **feel** that way.

Inspire (10 mins)

Discussion (5 mins)

Today we are going to talk about how we **feel** and act can impact others. When you are happy what ways do you sometimes act? Allow students to respond. When you are mad or upset, what are ways that you act? Allow students to respond.

Book Reading (5 mins)

We are going to read a book called *Alexander and the Terrible, No Good, Very Bad Day* and find out about what happened to one boy on a day that wasn't going well. Read book.

Empower (15 mins)

Discussion (10 mins)

After reading the book, ask the following questions, writing the responses on the board to help students follow the discussion:

- How did Alexander feel when he woke up in the morning? (Very grumpy.)
- What things happened to him throughout the day? (Gum in his hair, tripped on a skateboard, dropped sweater in the sink, no prize in the cereal, smushed in the car, left out the number 16, teacher didn't like his picture, friend told him he wasn't his best friend, no dessert in lunch, cavity, elevator door closed on his foot, fell in the mud, got in trouble for hitting brother, got plain white sneakers, spilled ink, lima beans for dinner, hates railroad pajamas, etc.)
- What could Alexander have done to calm down? To have a positive **attitude**?
- Do you think that Alexander's grumpy mood might have been one reason that so many bad things happened to him? What if he had not let his bad morning impact him and tried to have a different **attitude**...do you think that his day would have gone better? Why or why not?
- Have you ever had a really bad day like Alexander's? What happened during the day? Did it keep getting worse or did you do something to try and make the day go better?
- Why is it important for us to have a positive **attitude** and take **care** of ourselves?

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- How did Alexander **feel** in the story? What caused him to **feel** this way?
- What could Alexander have done to make his day go better?

Reflection Question

- How do you think our **emotions** or **feelings** can affect our day?



Summary

Alexander isn't the only one who sometimes has a bad day. We also might have a bad day from time to time. But, there are things we can do to try and change that. Having a positive or good **attitude** will help us when we **feel** grumpy because things aren't going as we wanted them to. Acting in a kind way to ourselves and others when they are having a bad day can help makes things not so hard.

Act (2 mins)

Kindness Minute

Here's a helpful way for you to remember that things aren't always **terrible** when having a bad day. Say, "It's OK to be in a bad mood, tomorrow will be better." Now, let's all try it together!

Kindness in Action

Think about a time when you were having a bad day like Alexander in the book. Write down one thing you could have done to make yourself **feel** better.

