

CL-14A

Calm and Confident

Grades K–1

Intrapersonal Effectiveness

Feelings Words and Calm-Down Tools

Students name feelings shown by story characters, spot body clues, and practice four calm-down tools as a class, like belly breathing and counting to five.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Calm-Down Tool Freeze

BIG IDEA Every feeling is okay. A calm-down tool helps a big feeling get smaller.

1 I CAN

- ☐ name feelings I see on a story character's face.
- ☐ point to body clues, like tight fists or a fast heartbeat.
- ☐ show four calm-down tools, like "smell the flower, blow out the candle."

KEY WORDS / PALABRAS CLAVE

feelings	sentimientos
calm	tranquilo, tranquila
worried	preocupado, preocupada
body clues	señales del cuerpo
breathe	respirar
calm-down tool	herramienta para calmarse

2 MATERIALS

- ☐ A stuffed animal or puppet to be Tomás, a story character (optional)
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and crayons or pencils
- ☐ Extension: Calm-Down Tool Freeze page (p. 6) and music (optional)
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Practice the four calm-down tools once, so you can lead them slowly.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.

3 STANDARDS

Texas Model 5th ed., 2018	Intrapersonal Effectiveness
ASCA Standards Mindsets & Behaviors, 2021	B-SMS 2 Self-discipline and self-control · B-SMS 7 Effective coping skills
Health TEKS K §115.12(b)(3)(B) · Gr 1 §115.13(b)(3)(C)	describe and practice calming and self-management strategies
Health TEKS Gr 1 §115.13(b)(3)(G)	identify feelings and emotions expressed by others
Health TEKS Gr 1 §115.13(b)(3)(B)	discuss and explain how emotions can interrupt thinking and the self-management process
Character traits TEC §29.906(b)(5)	responsibility, including accountability, diligence, perseverance, self-management skills, and self-control

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. We'll use the names in the stories. This is Tomás. He is a story character in first grade. Feelings are what we feel inside, like happy, sad or mad. Every feeling is okay."

DO Hold up the puppet if you have one. Read each part of Tomás's day; students say how Tomás might feel.

HAPPY "Tomás's teacher says, 'You can water the class plant today!' Tomás smiles a big smile."

MAD "At recess, Tomás waits for a turn on the slide. A kid cuts in front of him. Tomás's fists get tight. His face feels hot."

ASK "How might Tomás feel at the slide?" (Mad.) "What body clues does Tomás show?" (Tight fists, a hot face.) Say: "Body clues are signs in the body that show a feeling. Tomás's feeling is big. Let's find a way to help him."

TEACH 5 min

DO Show the projector page. Point to each picture of Tomás's day and read what happened and the feeling word; the class echoes the feeling word. Then read the body clues line.

SAY "Every feeling is okay. When a feeling gets big, it is hard to think. A calm-down tool helps a big feeling get smaller. Here are four calm-down tools. Let's practice them together, slowly."

- 1 **Belly breathing: smell the flower, blow out the candle.** Hand on your belly. Breathe in slowly through your nose, like smelling a flower. Blow out slowly, like blowing out a candle. Do it three times.
 - 2 **Count to five.** Hold up one hand and count slowly: 1, 2, 3, 4, 5.
 - 3 **Squeeze and let go.** Pretend to squeeze a lemon in each hand. Squeeze tight, then let your hands go soft.
 - 4 **Ask a grown-up for help.** A teacher, the counselor, the nurse or the bus driver. Signal: raise your hand.
- Lead every tool with the whole class. A student may watch instead. Never ask a student to name or show a feeling of their own.

PRACTICE 9 min

DO · 2 MIN Help the characters calm down. Read each one. Ask, "How might ___ feel? What body clue does ___ show?" Students hold up fingers for a tool number (1-4) on the projector page. For items 1 and 3, the class does the tool together once.

SCARED 1. Thunder goes BOOM! Camila's heart beats fast.

WORRIED 2. Owen can't find his reading folder. His tummy feels tight.

MAD 3. A classmate grabs the red crayon Lupita was using. Lupita's face gets hot.

EXCITED 4. It's field day! Maya can't stop bouncing.

Any tool can fit any feeling. Item 2: asking a grown-up is a great pick. Item 4: big excited feelings can need a tool too.

DO · 7 MIN Worksheet. Help students write their name. Part 1: read each picture story; students draw a line to a face. Part 2: read Tomás's story twice; students circle four tools. Part 3: students draw Tomás using one tool.

Answer key. Part 1: Zoe sad, Joaquín scared, Renata happy, Liam worried (accept another feeling with a reason). Part 2: Count to five, Smell the flower, Ask a grown-up, Squeeze and let go; not Yell or Kick. Part 3: any tool.

WRAP-UP 3 min

SAY "Remember Tomás at the slide? His fists are tight, and his face feels hot. Which calm-down tool can Tomás use?" Take two answers. The class does one tool together, slowly. "Tomás's big feeling got smaller. Now he can think. He can say, 'Please wait your turn,' or ask a grown-up for help."

CHECK "Show me a calm-down tool." (Any of the four tools.) Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 1 and 3 only, and do worksheet Part 1 together; students draw Part 3 later.

5 OPTIONAL EXTENSION • 10 MINUTES

Calm-Down Tool Freeze. Show page 6 on the document camera. Students sit and wiggle in their seats to music. When it stops, everyone freezes, and you read one card.

- 1 Review the four tools, and read Tomás's feelings words on page 4 again (2 minutes).
- 2 Play. Stop the music, point to a card and read it. Students say how the character might feel, then the class does a calm-down tool together, slowly (6 minutes).
- 3 Last round: point to tool 4. Ask, "Who can help when a feeling is too big?" (A grown-up: a teacher, the counselor, the nurse.) (2 minutes).

No music? Clap a beat. Students stay in their seats and wiggle fingers, shoulders and toes: no standing, no touching.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

The faces, tool pictures and signals work in any language. Point out the cognate *calm / calma*, and teach *preocupado*. Let partners say the feeling word in Spanish first. Frame: "Tomás might feel ____."

EXTRA SUPPORT

Read every item aloud and point to each picture. Students may point instead of drawing lines or circling. For Part 3, students may tell you which tool they drew, and you can label it for them.

STRETCH

Ask: "Why is it hard to think when a feeling is big?" Early finishers draw a second calm-down tool for Tomás.

7 QUICK CHECK

During practice: listen for a feeling word and a body clue for each character. If many students mix up the feelings, point to the faces on the projector page and replay one part of Tomás's day.

After class: I collect the worksheets and sort them into "all correct" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect. Never ask a student which face shows how they feel.

8 PICTURE BOOKS (OPTIONAL)

The Color Monster by Anna Llenas (Little, Brown, 2018). Spanish edition: *El monstruo de colores* (Spain, 2012). A girl helps a monster sort his mixed-up feelings, one color at a time. Keep the talk on the monster's feelings; if a page asks readers how they feel, skip that question.

Breathe Like a Bear by Kira Willey (Rodale Kids, 2017). Short breathing and movement exercises. Pick one or two to do together as a class.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE • CYCLE 14

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Every feeling is okay. When a feeling gets big, use a calm-down tool. Let's try one together: smell the flower... blow out the candle."

ES "¡Buenos días, Yellow Jackets! Todos los sentimientos están bien. Cuando un sentimiento se haga muy grande, usen una herramienta para calmarse. Probemos una juntos: huelan la flor... soplen la vela."

HALLWAY IDEA

Post a big "Yellow Jacket Calm-Down Tools" poster near the office with the four tool pictures. After a class practices a tool together, it adds a paper flower with its class name, such as "Room 12."

TEACHER TIP

Lead a tool with the whole class at a busy moment, like after recess: "Let's all smell the flower and blow out the candle, three times."

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Tomás could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Every feeling is okay.

A calm-down tool helps a big feeling get smaller.



happy

Tomás waters the plant.



mad

A kid cuts in front of Tomás.



sad

Tomás's drawing rips.



scared

Tomás hears a loud crash.



worried

Tomás can't find his class.



calm

Tomás breathes slowly.



Body clues: tight fists, a hot face, a fast heartbeat

Calm-Down Tools · Do it slowly.

1



Smell the flower, blow out the candle.

2



Count to five.

3



Squeeze and let go.

4



Ask a grown-up for help.

Huele la flor, sopla la vela · Cuenta hasta cinco · Aprieta y suelta · Pídele ayuda a un adulto

Feelings Words and Calm-Down Tools

A calm-down tool helps a big feeling get smaller.

Part 1 How might they feel? Draw a line to a face.



Zoe's balloon pops. ●



happy



Joaquín hears thunder. ●



worried



Renata gets a gold star. ●



scared



Liam's bus is late. ●



sad

Part 2 Help Tomás! Circle the 4 calm-down tools.

Tomás's tower falls down. His fists get tight. His face feels hot.



Count to five.



Yell at a friend.



Smell the flower, blow out the candle.



Ask a grown-up for help.



Kick the blocks.



Squeeze and let go.

Part 3 Draw it! Draw Tomás using a calm-down tool.

Tomás uses a calm-down tool

Calm-Down Tool Freeze

Wiggle in your seat to the music. Freeze! Listen to the card. How might they feel? Do a calm-down tool together.



1. The fire drill bell rings. Itzel jumps.



2. Paint spills on Héctor's picture.



3. Natalia gets to read to the class!



4. Gael is new at school today.



5. It's raining. Iker can't go out for recess.



6. Grace kicks the ball and scores!

Freeze! Do a calm-down tool together.



Smell the flower,
blow out the
candle.



Count to five.



Squeeze and let
go.



Ask a grown-up
for help.



Every feeling is okay. A calm-down tool helps a big feeling get smaller.

Calm and Confident

Con calma y confianza

Family letter · Carta para la familia · Grades K-1 · Grados K-1



ENGLISH

Dear Family,

This week, your child's class had a lesson about **feelings words and calm-down tools** with the school counselor. We named feelings that story characters showed, like happy, sad, mad, scared, worried, excited and calm. Every feeling is okay. A calm-down tool helps a big feeling get smaller.

FOUR CALM-DOWN TOOLS

1. Belly breathing ("smell the flower, blow out the candle"): breathe in slowly through the nose, then out slowly through the mouth. · 2. Count to five, slowly. · 3. Squeeze and let go: pretend to squeeze a lemon in each hand, squeeze tight, then let go. · 4. Ask a grown-up for help.

TRY THIS AT HOME

1. Practice one calm-down tool together at a calm time of day. Tools are easier to use when a big feeling comes if they have been practiced first.
2. When you read a story or watch a show together, ask: "How might that character feel? What could they do to calm down?"

TALK ABOUT IT AT HOME

"Can you show me a calm-down tool?"

Your child may bring home a worksheet about Tomás. Ask your child which calm-down tool Tomás could use.

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **las palabras para nombrar los sentimientos y las herramientas para calmarse** con la consejera escolar. Nombramos los sentimientos que mostraban algunos personajes de cuentos, como feliz, triste, enojado, asustado, preocupado, emocionado y tranquilo. Todos los sentimientos están bien. Una herramienta para calmarse ayuda a que un sentimiento grande se haga más pequeño.

CUATRO HERRAMIENTAS PARA CALMARSE

1. Respirar con la pancita ("huele la flor, sopla la vela"): inhalar despacio por la nariz y soltar el aire despacio por la boca. · 2. Contar despacio hasta cinco. · 3. Apretar y soltar: apretar fuerte las manos, como para exprimir un limón en cada una, y luego aflojarlas. · 4. Pedirle ayuda a un adulto. (En clase usamos la frase en inglés *Smell the flower, blow out the candle*.)

PARA PRACTICAR EN CASA

1. Practiquen juntos una herramienta para calmarse en un momento tranquilo del día. Es más fácil usarlas cuando llega un sentimiento grande si ya se practicaron antes.
2. Cuando lean un cuento o vean un programa juntos, pregunten: "¿Cómo se sentirá ese personaje? ¿Qué podría hacer para calmarse?"

PARA PLATICAR EN FAMILIA

"¿Me enseñas una herramienta para calmarse?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Tomás. Pídale que le cuente qué herramienta para calmarse podría usar Tomás.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar