

Drawing with Mr. J!

Silly Food

Today's challenge is "silly food." Mr. J invites students to draw along as they discuss how to determine when it is time to be silly and when to focus and listen. He discusses how sharing our emotions and experiences is important.

Ohio SEL Standards

These activities align with Strategy number 7 of Ohio's Strategic Plan for Education, Each Child, Our Future, which focuses on working to help schools meet the needs of the whole child.

- **Self-Management:**
B2. 4.a: Discuss obstacles that can get in the way of reaching a goal and ideas for handling those obstacles
- **Social Awareness:**
C2. 1a: Identify the purpose for having school-wide expectations and classroom rules
- **Relationship Skills:**
D1. 1.a: Identify and engage in positive communication skills

This video aligns with Ohio's Early Learning and Development Standard, Social & Emotional Development, Self-Awareness 1.b. Develops understanding of emotions and Self-Regulation 2.a. Begins to manage emotions and actions (Pre-Kindergarten).

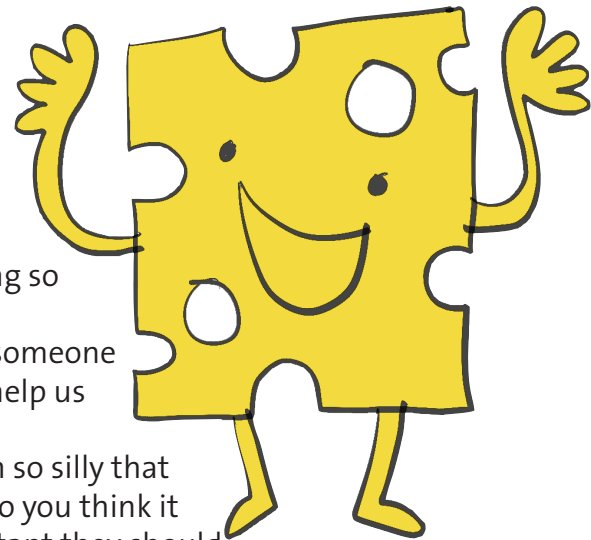
View and Sketch: *5 minutes*

Distribute sticky notes or small scraps of paper to your students and allow them to sketch along with Mr. J as they watch the video. We encourage you to share students' work on Twitter @WOSU_Classroom #DrawingWithMrJ.

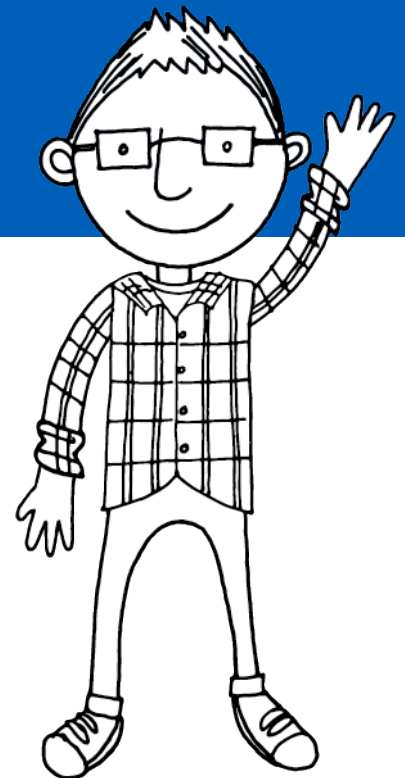
Chat: *5-10 minutes*

After viewing the video with the class, choose 1-2 discussion work through in whole or small groups or as a writing prompt.

- Help students identify emotions. What does it feel like silly? What does it feel like when we are told to stop being so focus?
- Identify what prompts our emotions. Why do you think someone ask you to stop being so silly? How can staying focused help us goals?
- Promote awareness and/or empathy. Have you ever been so silly that you distracted others from listening or learning? What do you think it felt like for them to miss out on something fun or important they should have been doing?



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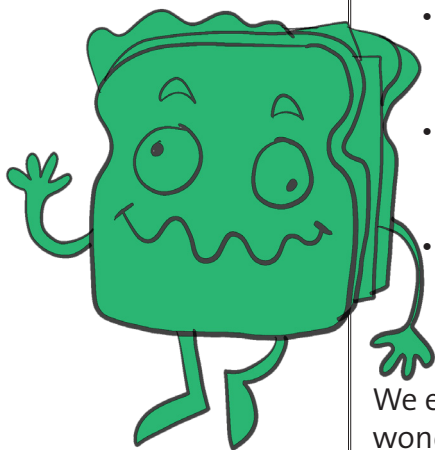
Read: 10 minutes

Use these picture books to spark continued conversation with students about the feelings discussed in the video.

- *Let Me Finish* by Min Le and Isabel Roxas
- *Wordy Birdy* by Tami Sauer and Dave Mottram
- *I Don't Want to be Quiet* by Laura Ellen Anderson

Share: (Home to School Connection)

To strengthen the home to school connection, keep families informed about the work happening in the classroom. Feel free to copy or adjust the following message to include in class newsletters.



Today, your child learned about when it is time to be silly and when it is time to focus and listen. Our class discussion focused on:

- Help students identify emotions. What does it feel like when you are super silly? What does it feel like when we are told to stop being so silly and to focus?
- Identify what prompts our emotions. Why do you think someone might ask you to stop being so silly? How can staying focused help us reach our goals?
- Promote awareness and/or empathy. Have you ever been so silly that you distracted others from listening or learning? What do you think it felt like for them to miss out on something fun or important they should have been doing?

We encourage you to continue the conversation at home. There are many wonderful books that explore rules and expectations. A few that we recommend include:

- *Let Me Finish* by Min Le and Isabel Roxas
- *Wordy Birdy* by Tami Sauer and Dave Mottram

Extend:

- Play a modified version of the game of telephone, where one student starts a message and passes it down the line. But in this twist, play loud music or silly sounds while students are passing the message down the line to see how these distractions change the message.
- Create a volume meter or voice level chart as a class. With each level, students discuss and illustrate what that type of listening and talking looks like.
- Play a game of Freeze Dance. Have fun, be silly, but be aware that when the music stops it is time to Freeze!
- Students draw along as simple drawing directions are given, one step at a time. Describe a monster, an animal, or an object. In the end, the drawings might be silly but offer a chance to laugh and celebrate good listening skills.
- PBS for Kids Games with Emotions (for younger students) pbskids.org/games/feelings.