



PUPPY AND KITTEN FIND A FAMILY
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Lesson Plan 1: “Feelings: What does it feel like for you or for me?”

Ages PreK to Second Grade

Parents are their children's first teachers, supporting children in developing self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills needed to succeed in school, work, and life. [These five skills make up Social-Emotional Learning \(SEL\)](#).

As children move into childcare and school age settings, caring adults, such as teachers, school counselors, librarians, principals and others, work to support children in developing SEL skills. Reading stories together, and reflecting on what is demonstrated through characters, helps children learn how to connect, identify feelings and illustrate decisions and values.

This lesson will support your efforts to use reading to help a child understand feelings, to develop empathy!

Lesson Plan 1: “Feelings: What does it feel like for you or for me?”

Objective: Children will demonstrate an ability to connect to the characters, verbalizing answers to the questions in the book, by naming their own feelings and ideas about feelings.

SEL Competency: Self-Awareness, Social Awareness, Relationship Skills

Vocabulary: sad, lonely, excited, warm, hungry, scared, worried, friendly, unfriendly, upset, “Pawsitive,” startled, sharing, family, loved

1. Preview the book, as the reader, before you read the book with a child. Notice the vocabulary words, illustrations and answer the questions yourself. Make any notes needed, for your own creative ideas or observations, you might want to share with children later.

NOTE: A child, group of children or classroom of children, may be working on ONE of the vocabulary

words, such as “sharing.” Emphasize this word and relate it to your situation, family, or classroom.

2. Show the children the cover first, and read the title aloud. Ask children, “How do these characters look, what emotions are on their face?” Take all answers, and perhaps write them down or use feeling word cards or tools (such as Kimochis® feeling pillows) to put in a visible place.
3. Begin by sharing with children that one of the most important things they will learn in a family is to love and feel loved. Ask how many agree by raising their hands.
4. And then share with children that one of the most important thing they will learn at school, is how to be a friend. Ask how many agree by clapping their hands.
5. Begin reading the book, pause on questions, and ask children to contribute. You can have a child contribute verbally or non-verbally. With a group of children, it is helpful to engage ALL with non-verbal signals, such as “show me your sad face or body,” or “show me silently, what does your body do when you are excited,” or “put your hand on your heart, if you feel the same as Puppy or Kitten,” etc.
6. When you have finished the book, ask reflection questions, such as:
 - A. Which character did you find the most friendly?
 - B. Which character was able to be a friend?
 - C. When did a character feel loved?
7. **Engage in art!**
 - A. Children love to draw! Allow them to engage in an art activity, where you give a prompt, such as:
 - I. Draw your favorite character from the book
 - II. Draw your own family, with whom you feel loved!
 - III. Draw your friends and how you share with them.
8. **Engage in a game!**

Play a friendly signals game, by going around the room and passing non-verbal friendly signals. You start off with a friendly signal, such as a wave, then the child waves in a circle, to the person sitting next to them, and that child waves back, then waves to the child on their opposite side, until the wave comes back to you! Then have a child choose a NEW friendly signal, like excited hands or a “thumbs up.” You can do this for a few minutes, until you feel your group is done. *NOTE: If you are doing this with ONE child, you can do this quickly and then switch up the friendly signals.*
9. **Practice at recess!**

Read the book BEFORE recess, and when children go out to play, make a challenge to “be like Puppy” or “be like the Boy” or “be like Kitten!” These characters display friendly and kind behaviors. When children come back from recess, ask, “How were you friendly and kind?” Praise their specific efforts!
10. **Reinforce!**

Use other tools in your classroom, such as Kimochis®, Second Step, Caring School Communities, Tribes, etc. to reinforce the vocabulary from this lesson.

Use your creativity at home, to encourage kindness and love as verb, in family settings.

Visit us at [@messy_parenting](#) on Instagram to let us know how YOU are using Puppy and Kitten Find a Family to spread love in your home, classroom and community!