

From the *New York Times* bestselling creators of **All Are Welcome**

**Alexandra Penfold**  **Suzanne Kaufman**

# BIG Feelings



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# BIG Feelings

## Classroom Activity Guide

### About the Book

The newest picture book from the creators of *All Are Welcome* helps children navigate BIG FEELINGS!

*I have big feelings.*

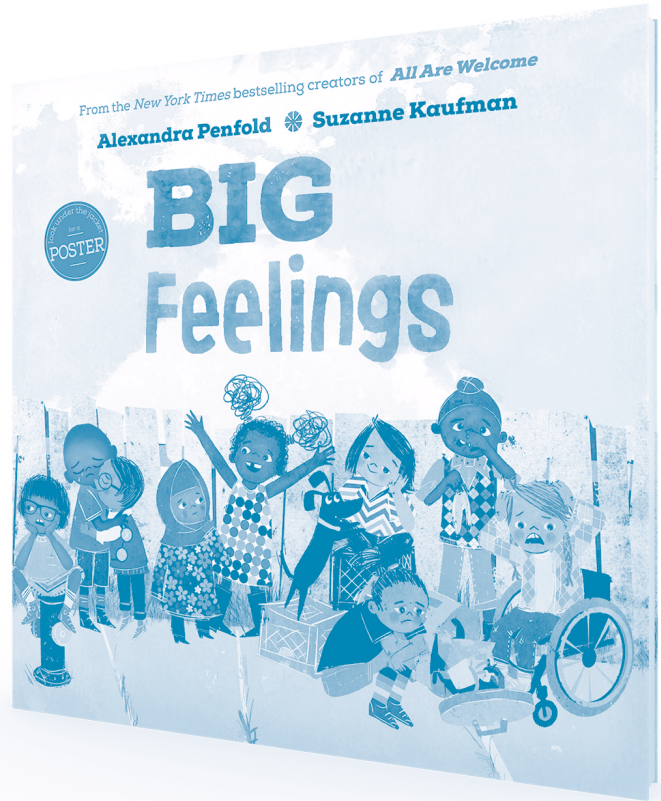
*You have them, too.*

*How can I help?*

*What can we do?*

In their bestselling picture book *All Are Welcome*, Alexandra Penfold and Suzanne Kaufman celebrate kindness, inclusivity, and diversity. Now with *Big Feelings*, they help children navigate the emotional challenges they face in their daily lives.

What should we do when things don't go to plan? We may feel mad, frustrated, or overwhelmed, but by talking it through, compromising, and seeing another point of view, we can start fresh, begin anew.



Grades PreK-3 | HC: 978-0-525-57974-8 | GLB: 978-0-525-57975-5 | EL: 978-0-525-57976-2



Art © 2021 by Suzanne Kaufman

### About the Author

Alexandra Penfold is a literary agent and the author of *All Are Welcome*, *The Littlest Viking*, *Food Truck Fest*, and *Eat, Sleep, Poop*. When she isn't writing and drinking strong iced coffee, she can be found perfecting her lattice crust. She lives in Brooklyn with her family. Follow her on Twitter at @AgentPenfold and on Instagram at @bklynbrownie.

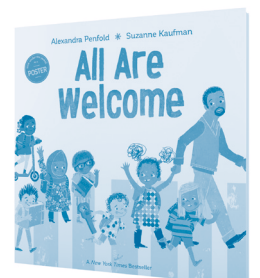
### About the Illustrator

Suzanne Kaufman is an author, illustrator, animator, and lover of school potlucks. She has illustrated many books, including *All Are Welcome*, *I Love Monkey*, *100 Bugs*, *Naughty Claudine's Christmas*, and *Samanthasaurus Rex*. She also wrote and illustrated *Confiscated!* When not tramping through the wilds of the Pacific Northwest, you will find her teaching animation or working in her studio. She lives in Seattle with her family. Follow her on Twitter at @skaufmanart and on Instagram at @suzannekaufman.



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Also by  
Alexandra Penfold  
and Suzanne Kaufman



# Classroom Discussion

1. The children arrive at the field ready to play, but they find that the field is an empty lot. How does this surprise make them feel? Think about how the characters respond to the problem. How do their feelings change?
2. Look closely at the illustrations. What caused the characters to feel mad, sad, tired, frustrated, scared, or hopeless?
3. Why were the children arguing? What words did the story use to help you know the children were not getting along?
4. Revisit the page where the children are talking through their problem. What do you notice the children doing?
5. Was it easy for the children to solve their problem? How many times did they have to stop and solve a problem? How did the children solve their problems?
6. Were some of the feeling words familiar to you? Which ones? Which feeling words were new to you?
7. Find a feeling word that may be new or a little unfamiliar to you. Use the clues in the text and illustrations to help you figure out what it might mean.
8. Why do you think looking in the puddle helped the children?
9. What was the lesson the author wanted you to learn by the end of the story?
10. Use the illustrations to help you determine the setting of the story. How did the setting contribute to the problem?
11. Why do you think it was important for the children to fix this area?
12. When you recognize your big feelings, how does that help you?
13. When you recognize the big feelings in others, how can that help?
14. Talk about a time when you have had a big feeling. What happened? What feeling did you have? Did you solve your problem? How?
15. Problems can often be solved when you gain a new perspective. Find a page in the book when the children are listening to each other. What new perspectives—or ideas—do they get when they listen?
16. What are some of the new ideas you have after listening to the story?
17. If you were in the story, what feelings would you have? What idea would you suggest to the children?
18. The children helped each other in many ways. Were any of them surprising to you?
19. What makes working together easy? Is it hard to work together sometimes?
20. Do you think *Big Feelings* is a good title for this book? Why or why not?

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## Common Core State Standards

The discussion questions and activities in this guide correspond with the following Common Core Standards:

CCSS.ELA-Literacy RL.2

CCSS.ELA-Literacy RL.3

CCSS.ELA-Literacy RL.4

CCSS.ELA-Literacy RL.7

CCSS.ELA-Writing W.8

CCSS.ELA-Speaking and Listening SL.2

CCSS.ELA-Speaking and Listening SL.3

Guide prepared by Michele Knott, a literacy specialist and coach from the Chicago suburbs. Michele has been welcoming students and their big feelings into her life for over twenty years as a classroom teacher and specialist.

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Name \_\_\_\_\_

# I Have Big Feelings, Too!

Draw a picture of a time when you had a problem that made you have some big feelings.

Name some of the big feelings you had.

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Think about how the children in the story recognized their big feelings and looked at them from new points of view. Draw a picture showing you resolving your problem in a new way.

What big feelings do you have now?  
Draw a picture or write about your new idea.

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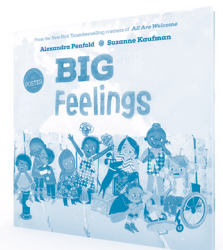
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Name \_\_\_\_\_

# Sort Your Feelings

## Directions:

1. Read the big feeling in each box.
2. Draw an emoji in the box representing that feeling.
3. Cut out and sort the emojis into the feeling zones.



✂

<b>prepared</b>	<b>frustrated</b>	<b>tired</b>
<b>inspired</b>	<b>sad</b>	<b>bold</b>
<b>mad</b>	<b>nervous</b>	<b>hopeful</b>

## Feeling Zones

<b>Blue Zone</b>	<b>Yellow Zone</b>	<b>Green Zone</b>	<b>Red Zone</b>

How did you sort your feelings?  
Could any of them fit in more than one box?



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