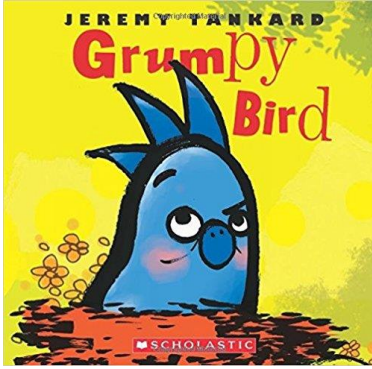




SEEDS for Story Time

Promoting Social Emotional Development Through Books



Grumpy Bird

By Jeremy Tankard

Bird wakes up feeling grumpy. Too grumpy to eat or play. Too grumpy even to fly. "Looks like I'm walking today," says Bird. He walks past Sheep, who offers to keep him company. He walks past Rabbit, who also could use a walk. Raccoon, Beaver, and Fox join in, too. All the while, Bird grows grumpier and grumpier! But before he knows it, a little exercise and companionship help Bird overcome his bad mood. (Ages 1-3)

Introducing this book to young children:



CLL5.2c

Before reading *Grumpy Bird*, ask the children what they do when they are feeling grumpy. You can tell them what you do when you are feeling grumpy. Explain that everyone has a different way to show that they are feeling grumpy. Some of us are quiet and want to be alone and some of us may want to talk with friends. Explain to the children that you are going to read a story about some animals that are grumpy. Ask the children what they think has made these animals so grumpy. Then read the story to find out!



CLL5.1c

Ask the children how they would know when someone is grumpy. "What would your face look like if you are feeling grumpy?" "Would you frown or smile?" Show pictures of faces expressing different emotions and have children identify each (make sure some show grumpy faces). As you read the book, ask the children to pay attention to Bird. "How can you tell that he's feeling grumpy?" Children might notice that Bird has a frown on his face, or that he isn't talking nicely to the other animals.



SED2.2b

Explain to children that it is okay to be grumpy. We all feel grumpy sometimes and there are ways to express it and to make it go away. Remind the children how in the book the other animals began imitating bird as he walked, stopped, and jumped which made bird forget all about being grumpy. Ask children what they could do to help a friend who is grumpy?



SED2.1b

Use the story to talk about birds. Show children pictures and/or videos of different types of birds. Play audio of different bird sounds. Ask children how it makes them feel. Does it make you happy? relaxed? excited? Talk about how things can make each of us feel differently.

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Repeated readings of the same book provides opportunities for toddlers to develop a sense of competence and confidence. Children learn to point at and label pictures, turn pages, discuss the story, and make predictions of what will happen next, while learning new words and relating the story to their own experiences. Read *Grumpy Bird* for several days in a row and use some of the ideas, activities, and teaching opportunities listed below to enhance social and emotional skills.



GELDS Activity Spotlight

Art

Make your own birds! Give each child a 9" paper plate and a variety of paint colors. Once the paper plate is dry, fold it in half to create the bird's body. Craft feathers, wiggly eyes, orange triangles (beak) and long strips of construction paper can be used to decorate the birds. Allow the children to glue a variety of materials onto the paper plate to create their own original bird. As children work on their birds, talk with them about their selections and preference of materials. **SED2.2a**

Science

After reading *Grumpy Bird*, add a small bird feeder near the class window. Have children help add bird seed. Draw the children's attention to the birds at the feeder and talk about the birds they see. **SC3.2a**

Sing this song as children transition to rest time (to the tune of *Twinkle, Twinkle, Little Star*):

Transitions

*Little bird, little bird, fly around,
Up to the sky, down to the ground.
Little bird, little bird, flap your wings.
Open your beak and sweetly sing.
Little bird, little bird, fly to your nest.
Now it is time to take a rest. **SED3.1a***

Focus on Family

Create an emotions chart for your child. You can use emotion faces found in magazines or take pictures of your child as he/she experiences different emotions (sad, mad, happy). Adhere the faces around the edge of a paper plate. You can use it as is or attach an arrow to the middle using a brad. Ask your child to point to how they are feeling at different times throughout the day. Encourage your child to notice when their feelings change and talk about how and why they have changed. **SED2.2b**

