

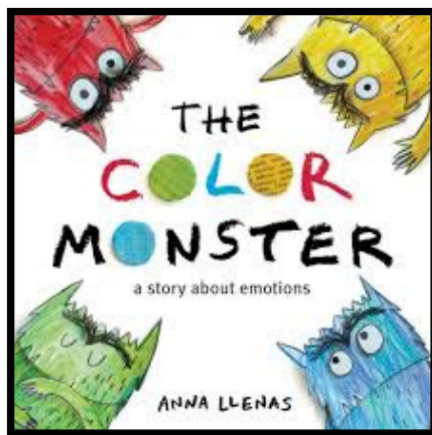


# SEEDS for Story Time

Promoting Social Emotional Development Through Books

## ***The Color Monster***

By Anna Llenas



*The Color Monster* follows a little monster who wakes up feeling confused and overwhelmed because all his emotions are tangled together. With the gentle guidance of a young girl, he learns to identify and sort each feeling—happiness, sadness, anger, fear, and calm—by exploring what they look and feel like. As they place each emotion into its own jar, the Color Monster begins to understand himself better, discovering that naming feelings helps them make sense. The story offers a warm, visual introduction to emotional awareness, showing children that all feelings are valid and can be understood with a little help. (Ages 3-7)

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### Introducing this book to young children:



SED2.4b

**Building background (“mixed-up feelings”)** – Show the mixed-color monster and ask: “When have your feelings felt all mixed-up?” Introduce that we can use words and colors to name feelings (i.e., red for angry, yellow for happy, blue for sad, green for calm, etc.).



CLL5.4d

During reading: **Quick Connections** – Pause on each color and invite children to share personal examples or scenarios (e.g., ‘I felt red/angry when...’). As children respond, create a chart and write their words in the corresponding color.



SED3.4c

Embed a calming micro-practice (30–45 seconds) – While reading the green/calm page of book, guide a simple **breathing technique**: “Smell the flower (inhale through the nose)... blow the petals (slow exhale through the mouth).” Repeat 3 times.

# SEEDS for Story Time

## Repeat, Repeat, Repeat...

Repeated readings of the same book provide opportunities for preschoolers 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 *The Color Monster* 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



### Large Group

**Grounding Game: 5-4-3-2-1 (Color Hunt)** – 2–3 minutes – “Find 5 things you see (name the colors), 4 things you feel (chair, shirt, floor, etc.), 3 sounds you hear, 2 smells, and 1 taste.” Pair each sense with one slow breath before moving to the next. This widely used strategy helps shift attention to the present through the senses, and when paired with deep breathing, it supports emotional regulation. [SED3.4b](#)

### Art

**Watercolor “Mood Wash” + Emotion Faces** – Children create a watercolor wash using one feeling color on their paper, then draw a circle using a circular template (such as tracing a jar or bucket) to fit the space. Inside the circle, they draw a face that matches the color’s mood. Conclude with a gallery walk to practice naming and using emotion words. [SED2.4](#)

### Small Group

**Our Color Feelings – Class Book:** Each child draws a self-portrait using a color that represents their chosen feeling and dictates a sentence using the frame, “I feel \_\_\_ when \_\_\_.” The teacher records each child’s dictated statement, and the pages are compiled and bound together to create a class book titled *Our Color Feelings*. [CLL9.4c](#)

## Focus on Family

Inspired by classroom lessons from *The Color Monster*, this family grounding activity helps children and caregivers build emotional awareness and self-regulation at home by using colors to talk about feelings. Families are encouraged to ask children which color matches how they feel and what that feeling feels like in their body, then practice calming strategies together, such as sitting in a cozy space and using the “Smell the flower (inhale)...blow the petals (slow exhale)” breathing technique. Repeat 3 times. Using this approach during regular moments like after school, bedtime, or times of big emotions helps children learn to calm their bodies while feeling supported. When caregivers model these strategies and openly talk about emotions, families strengthen connection and show children that all feelings are okay and manageable together. [SED2.4b](#), [SED3.4b](#)

