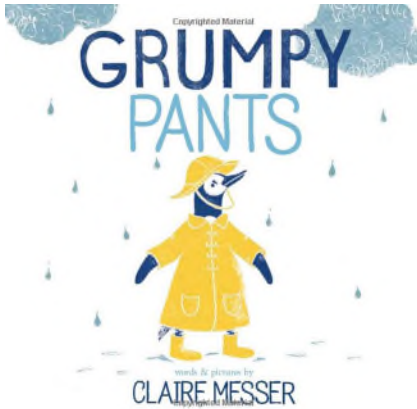


SEEDS for Story Time

Promoting Social Emotional Development Through Books



Grumpy Pants

By Claire Messer

Have you ever had a grumpy day and not known why? Penguin is having a grumpy day like that. No matter what he does, he just can't shake it! Sometimes the only thing left to do is wash the grumpy day away and start over. The simple text and lively illustrations are the perfect cure for even the grumpiest of days. (Ages 3-6)

Introducing this book to young children:



CLL5.3a

Before reading the book, provide an opportunity for the children to look at the front cover of the book and predict what they think it might be about. Browse through the pages of the book allowing the children to describe what they think is happening. This activity will help capture the children's interest and maintain focus on the story.



CLL9.4c

Create a simple chart to graph their answers to "What is something that makes you grumpy?" Have children place their picture or other marker on the corresponding side of the chart. After reading the story, ask if any children would change their answer. Talk with them about what helps them when they feel grumpy.



CLL2.3b

As you introduce the book and title, also introduce the word grumpy, and define it. Talk with the children about the different things that may make them feel grumpy at both home and school. You could chart the different types of situations with a corresponding image. Talk about how Penguin doesn't really know what has made him grumpy, but he does find ways to make him feel better.

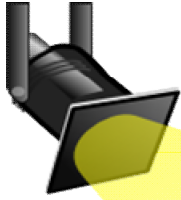


SED5.2d

As you read the story, point out the different things Penguin does to try to help him feel better. Ask the children to help you name out the different ways throughout the book. Engage with the children by allowing them to express times when they feel grumpy and what helps them to feel better. Emphasize when Penguin takes deep breaths and practice taking slow, deep breaths with the children. Model for children to put a hand on their own belly and watch it move as you take each breath.

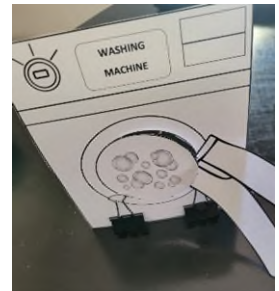
SEEDS for Story Time (cont.)

Repeated readings of the same book provides 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 *Grumpy Pants* for several days in a row and use some of the ideas, activities, and teaching opportunities listed below to enhance social and emotional skills.



Blocks

As an opportunity to extend the learning during center time, this prop could be added to the block area. See the attached template for a miniature washing machine and clothes. Print out on cardstock and laminate. Use two Binder Clips on the bottom to stand washing machine upright and cut around part of the door so it can “open”. Children can talk about what makes them grumpy and strategies they can use like penguin did to wash away the grumpiness as they use the props from the book. **SED3.3b**



Sensory Table

Place penguins and/or rubber ducks in the sensory table with warm soapy water. Encourage the children to retell the story and how taking some deep breaths and relaxing in the bathtub helped him feel better and not so grumpy. **PDM1.3e**

Small Group

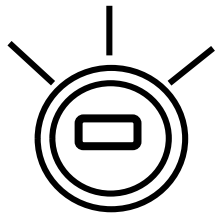
Use some construction paper or cardstock along with some felt to make a bed for each child. Also have penguins or people figures. Read *Grumpy Pants* out loud to the group as a bedtime story for the group. Talk about how rest helps us to feel better too and we all need rest for our bodies and minds to be healthy. **APL4.3a**

Focus on Family

Families can help children understand and cope with different emotions through conversations and games. For example, if your child is sometimes grumpy about going to school you can create a puppet show using stuffed animals or small toys to help encourage them to try strategies to help them feel better. You might have your puppet say to another puppet *“I don’t want to go to school, because I miss my family and like to play at home. But when I get to school, I love playing with the blocks.”* This is a great way to help them begin to label their feelings/emotions and to help them validate the way they are feeling in different situations. [Here is a link of a resource](#) from Best Practices that give options for how to respond to emotions.

SED2.4b





**WASHING
MACHINE**

