

Key Education Publishing
Standards Correlation for *Happy, Sad, Jealous, Mad*
Stories, Rhymes, and Activities that Help Young Children Understand Their Emotions

This book supports the NCSS Curriculum Standards for Social Studies, the NCTE/IRA Standards for the English Language Arts and the recommended teaching practices outlined in the NAEYC/IRA position statement Learning to Read and Write: Developmentally Appropriate Practices for Young Children
NCSS Curriculum Standards for Social Studies

The activities in this book support the following performance expectations for students in the early grades:

Individual Development and Identity

- 1. Students can describe personal changes over time, such as changes related to development or personal interests.** By reading the stories and doing the activities in *Happy, Sad, Jealous, Mad*, students learn to identify their emotions and deal with them more effectively.
- 2. Students can describe personal connections to places, especially those in their immediate surroundings.** In *Happy, Sad, Jealous, Mad*, students read about how a cross-country move affects Clara emotionally, encouraging them to think about how their surroundings affect them.
- 3. Students can identify how behavior changes based on things they learn and how they grow.** Student behavior can change based on the things they learn about emotions in *Happy, Sad, Jealous, Mad*.
- 4. Students can describe how the people around them influence their lives and the decisions they make.** In *Happy, Sad, Jealous, Mad*, students learn how their emotions are influenced by the people around them.
- 5. Students examine the things that make up their identities, such as their interests, the things they can do, and their thoughts.** With this book, students learn about their emotions and how to deal with them, an integral part of learning about themselves.
- 6. Students study situations to determine why people might respond to a situation in different ways.** Through the discussions in *Happy, Sad, Jealous, Mad*, students can learn about the different emotions they may have in response to different situations.

NCTE/IRA Standards for the English Language Arts

Each activity in this book supports one or more of the following standards:

- 1. Students read many different types of print and nonprint texts for a variety of purposes.** *Happy, Sad, Jealous, Mad* includes seven mini-books for students to read to help them learn about emotions. In addition, it includes emotion picture cards for students to interpret.
- 2. Students use a variety of strategies to build meaning while reading.** Each story in *Happy, Sad, Jealous, Mad* has accompanying questions that help build comprehension skills.
- 3. Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** Students communicate verbally and visually while doing the activities in *Happy, Sad, Jealous, Mad* by participating in discussions and doing drawing projects.
- 4. Students become participating members of a variety of literacy communities.** The discussions about emotions and about the stories included in *Happy, Sad, Jealous, Mad* help teachers build literacy communities.
- 5. Students use spoken, written, and visual language for their own purposes, such as to learn, for enjoyment, or to share information.** The activities in *Happy, Sad, Jealous, Mad* help students learn to communicate about their emotions. In addition, the take-home stories in the book allow them to learn independently.

**NAEYC/IRA Position Statement Learning to Read and Write:
Developmentally Appropriate Practices for Young Children**

Each activity in this book supports one or more of the following recommended teaching practices for preschool students:

- 1. Adults create positive relationships with children by talking with them, modeling reading and writing, and building children's interest in reading and writing.** The activities in *Happy, Sad, Jealous, Mad* encourage conversations among teachers and students. In addition, teachers model reading to students while reading the stories aloud.
- 2. Teachers read to children daily, both as individuals and in small groups. They select high-quality, culturally diverse reading materials.** The seven stories in *Happy, Sad, Jealous, Mad* are designed to be read aloud to students.
- 3. Teachers provide opportunities for children to discuss what has been read to them, focusing on both language structure and content.** Each story in *Happy, Sad, Jealous, Mad*, is accompanied by discussion questions that help students learn to talk about their emotions.
- 4. Teachers provide experiences and materials that help children expand their vocabularies.** The activities in *Happy, Sad, Jealous, Mad* help children expand their vocabularies about emotions.

Each activity in this book supports one or more of the following recommended teaching practices for kindergarten and primary students:

- 1. Teachers read to children daily and provide opportunities for students to read independently both fiction and nonfiction texts.** The seven stories in *Happy, Sad, Jealous, Mad* are designed to be read aloud to students. In addition, the stories can be made into take-home books for students to read independently.
- 2. Teachers provide experiences and materials that help children expand their vocabularies.** The activities in *Happy, Sad, Jealous, Mad* help children expand their vocabularies about emotions.