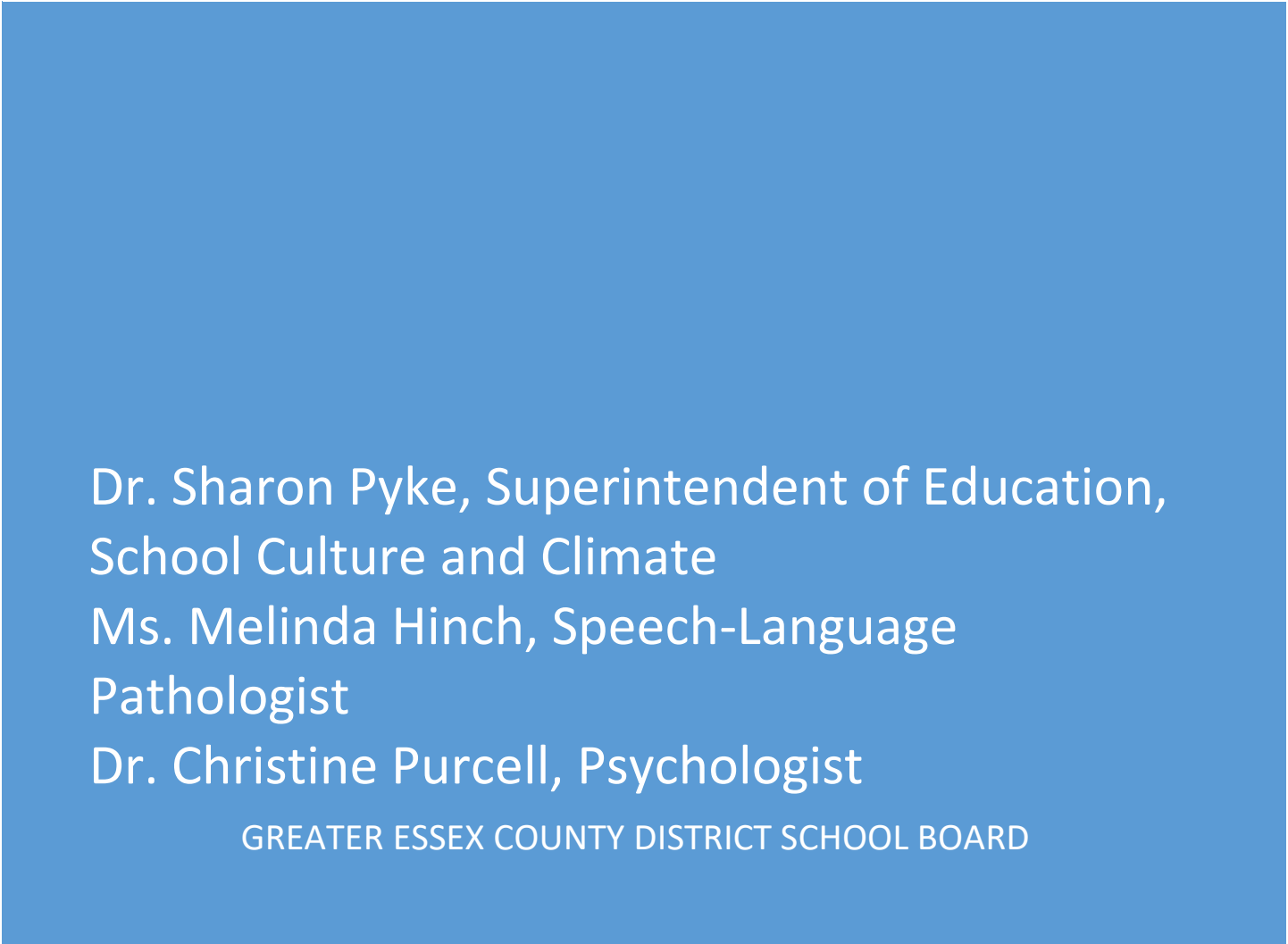




EMOTIONAL LITERACY: A FIVE WEEK PROGRAM FOR HIGH RISK FDK STUDENTS



Dr. Sharon Pyke, Superintendent of Education,
School Culture and Climate

Ms. Melinda Hinch, Speech-Language
Pathologist

Dr. Christine Purcell, Psychologist

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

A five week program has been designed to introduce emotional vocabulary and literacy to Early Years students.

The Objectives are:

- Students to identify and use key emotional vocabulary. See “You Have to Name It to Tame It”
- Students to identify and demonstrate key nonverbal associated with emotional vocabulary. See “You Have to Name It to Tame It”
- Students use personal narratives regarding emotional vocabulary. For example:
 - It makes me “happy” when I ...
 - When I am “worried” I can...
- Students use more precise robust words for the four basic emotional vocabulary words
 - joyful, proud, brave for happy
 - Gloomy, lonely, embarrassed for sad

An Overview For All Students:

(1) Educators facilitating emotional vocabulary and literacy through incidental and direct instruction to all students. Incidentally, educators can “pop in - pop out”, be at children’s physical levels, use OWL (Observe Wait Listen), and join in and play. Consider:

- Adult-child interactions- adults can model, name and respond to their own emotions
 - Problem: Teacher drops glitter.
 - Response: “Oh boy, is this *frustrating*. Oh well, I’d better take a deep breath and figure out how to clean it up.”
- Adults can label children’s feelings and commenting
 - Problem: Child wants to swing but none are available.
 - Solution: The teacher approaches her and says, “You look *disappointed* about that swing.”
- Language facilitation techniques can be used in any setting across the day
- Refer to “pop in – pop out” visual for language facilitation technique reminders
- Scripts for inviting emotional conversations
- Empathetic statements

(2) Direct Instruction: There are five books within the resource kit. The books selected represent the four basic vocabulary emotions and a consolidation. Reading the same book for several days in a row is an effective way to provide opportunities for young children to develop comprehension, a sense of competence, and confidence, which is an important part of literacy, social and emotional development. Thus, each story book selected is to be read aloud every day for one week with activities differing from day to day. Prompts are given to elicit the specific vocabulary and language goals and have been provided for four readings of the book. By no means are the prompts given exhaustive. They are meant as high yield scripts that can certainly be modified or enhanced. This, in addition to the aforementioned language facilitation techniques should prove effective for developing emotional vocabulary in approximately 80% of the class.

In addition to their professional development, educators assess their students' comprehension and use of emotional vocabulary and language with the attached assessment. Approximately 20-25 % of a classroom will require tier 2 support. Tier 2 (guided small group or individual) instruction should occur for students following whole group instruction. In many programs, more than one small group may be required.

Tier 2 small guided groups require explicit instruction, modelling and repetition by the educator regarding vocabulary, the body language, and the personal narratives associated with the basic emotional vocabulary.

If students continue to struggle with any aspects of social language, vocabulary, oral language, and/or literacy, consultation to your school psychologist and speech-language pathologist may occur. These activities would also be appropriate for students with exceptionalities.

Week 1 - Happy

Taking a Bath with the Dog and Other Things That Make Me Happy

By Scott Menchin

Goals:

- Identify the word “happy”
- Identify the nonverbal communication associated with happy
- Use a personal narrative
 - It makes me happy when...
 - When I am happy I can...
- Use a robust precise word for “happy” (e.g., joyful)

Day 1:

Whole group first shared reading: Educator states – “Come close – I have something special I want to share with you...All feelings are OK – It’s what we do with them that matters”.

Before reading the book, have a conversation with the children about what makes them feel happy. What do they like to do to feel happy when they are feeling sad? Tell them that you are going to read a book about a little girl named Sweet Pea. Sweet Pea is feeling sad and doesn’t know what to do to feel happy again. Show the children the first page of the story and ask them how they think Sweet Pea’s mom knew that she was feeling sad. Point out that she was crying (tears) and has a frown on her face. Ask the children to guess what they think would make Sweet Pea happy and then read the book to find out.

After reading the book ask the children if they noticed that every character had a different feeling that made them happy. Talk about how the same is true for all of us. We all have different likes, dislikes and things that make us happy. It is OK that not everyone likes the same things or does things the same way. Talking about the different things that make each of us happy is a great way to celebrate our differences. Make a list of things that make the children happy. Help them think about different areas of their lives. Which people make them happy? Which special events activities and times of day make them happy? Show children the page in the book that lists all of the different things that make Sweet Pea happy to think of ideas.

Day 2:

Whole group second shared reading: Photocopy and laminate pages showing each character and attach them to cardstock. Place them face down on the floor and have children pick one, identify the character and what makes them happy. List the things that make each character happy on separate pieces of paper, and attach these to cardstock as well. Reread the story aloud. Have the children play a matching game where they can try to remember what made each character from the book happy.

Day 3:

Whole group third shared reading: Reread the story. Generate a list of things that make the children happy or joyful and write them on chart paper. Sing the song “If You’re Happy and You Know it...” Change the words to personalize them to your class using the list. E.g., “When Sam is happy and he knows it – he plays outside.”

Day 4:

Whole group fourth shared reading: Discuss with the children how some words can mean the same thing. By using different words we can make our brains bigger. Reread the book aloud but change the word “happy” to “joyful”. Use Beck and McKeown’s formula for defining “joyful”.

- Everyone say “joyful”
- Use a friendly definition “Joyful means you are so happy that you want to smile and sing and dance
- Use a personal example “I feel joyful when...”
- Ask a few children for some times when they have felt “joyful”
- Say the word “joyful” again.

Think of other words for happy and clap them out” (calm, OK, relaxed, joyful, cheerful, ecstatic, excited).

Tickets out the Door:

- Have the children clap out syllables in words from the story: happy, counting, running, shoes, playing, digging, stripes, sleeping, smiling.

Tier 2 – small guided group for those at risk

Show photo cards of people being happy. Discuss nonverbal facial expressions. Have students draw something that makes them happy. Discuss the facial expressions and body language they draw. Take photos of each student holding their pictures. Use other words for “happy”. Have the students articulate “I feel happy when I”

Week 2 – Mad

Mouse Was Mad

By Linda Urban

Goals:

- Identify the word “mad”
- Identify the nonverbal communication associated with mad
- Use a personal narrative
 - It makes me mad when...
 - When I am mad I can...
- Use a robust precise word for “mad” (e.g., angry, grumpy, frustrated)

Day 1:

Whole group first shared reading: Educator states – “Come close – I have something special I want to share with you...All feelings are OK – It’s what we do with them that matters”.

Before reading *Mouse Was Mad* ask the children what they do when they are feeling mad. Tell the children what you do when you are feeling mad. Explain that everyone has a different way to show that they are feeling mad and that there isn’t a right or wrong way. Some of us are quiet, some shout or cry. Some want to be alone and some want to tell someone else. Tell the children that you are going to read a story about a Mouse who was mad. Ask the children what they think a mouse might do to show that he was feeling mad. Then read the story to find out.

Ask the children how they would know if someone was mad. What would someone’s face look like if they were feeling mad? Would they smile or frown? As you read the book, ask the children to look closely at the illustrations of Mouse. What can they see that shows he is feeling mad? Children might notice that mouse has an angry frown on his face, or his hands are in fists, or that he is hopping, stomping, screaming or rolling. Ask children what other animals might do to show they were mad. What would a lion do? Or a horse? Talk about different ways that people show that they are mad. Ask, “When Mouse was mad, he stomped his feet. Is that something a person might do if they were feeling mad? What else might they do?”

Day 2:

Whole group second shared reading: Reread the story. Help children “act out” the *Mouse was Mad* story. They can pretend that they are either Mouse or the other animals in the forest. Talk about how the other animals in *Mouse Was Mad* tried to tell Mouse what he was doing wrong when he stomped, hopped, rolled and screamed. Ask the children what they would do if they saw a friend was mad. Would it be a good idea to tell the friend what they were doing wrong? Or, would it be better to help him calm down and think of a good solution? Children can practice being Mouse and the other animals, but instead of trying to tell Mouse what he is doing wrong, they can help think of a solution.

Day 3:

Whole group third shared reading: Explain to children that it is OK to feel mad. Even though we all feel mad sometimes, there are many ways to express feeling mad and to help the feeling go away. Remind the children how at the end of the story, Mouse finally just stood still and then he realized that he wasn't mad anymore. Ask the children to share what they do to help a mad feeling go away. Some might take a break from what they are doing to tell someone else how they feel. After getting ideas from the children, explain that you are going to teach them a special way to calm down when they feel mad. Teach the "Turtle Technique" (use the scripted story).

Day 4:

Whole group fourth shared reading: Discuss with the children how some words can mean the same thing. By using different words we can make our brains bigger. Reread the book aloud but change the word "mad" to "angry". Use Beck and McKeown's formula for defining "angry".

- Everyone say "angry"
- Use a friendly definition "angry means you are so mad that you want to scream and shake your fists"
- Use a personal example "I feel angry when..."
- Ask a few children for some times when they have felt "angry"
- Say the word "angry" again.
- On chart paper make columns for other words meaning mad, what does happy look like (list nonverbal) and ways to deal with being mad. Clap out the new words for "mad". Practice the turtle technique again.

Ticket out the Door:

- Have the children clap out syllables in words from the story: hopping, ridiculous, mucky, stomping, puddle, screaming, rolling, standing still, breathing, etc.
- Practice the turtle techniques again.

Tier 2 - small guided group for those at risk

Show photo cards of people showing different emotions. Ask how they think the people in the pictures are feeling and why they think that (point out facial expressions). Use mirrors from photo card box to make the same feelings as in the pictures. Talk about "When I get mad I can..." Talk about what your body looks like when it is mad. Talk about other words for "mad".

Use play dough as a way to get "mad" feelings out. Talk with the children about how it is OK to feel mad but it is not OK to use our hands to hit or hurt friends. Invite the children to knead the dough using their hands. They can pound the dough using their hands or plastic hammers. They can also create things that make them feel better. For example, if a child really likes to play with trains, he can use the play dough to make a train which might make him happy again. Encourage children to talk about how this might help them when they are mad. Have the students articulate "When I get mad, I can...."

Week 3 – Sad

The Pout-Pout Fish

By Deborah Diesen

Goals:

- Identify the word “sad”
- Identify the nonverbal communication
- Use a personal narrative
 - It makes me sad when...
 - When I am sad I can...
- Use a robust precise word for “sad” (e.g., lonely, glum, embarrassed)

Day 1:

Whole group first shared reading: Educator states – “Come close – I have something special I want to share with you...All feelings are OK – It’s what we do with them that matters”.

Before reading *The Pout-Pout Fish*, show the children the cover which shows the face of a blue fish whose mouth takes up much of the cover. He looks sad for sure. Talk about the expression on his face. Ask if they know what it means to pout. Do they ever pout? What makes them pout? What about their little brothers or sisters? Is it fun to be around when someone is pouting because they are sad? Look at the back cover. There are quite a few other creatures around Pout-Pout fish looking concerned and interested. They seem to be talking about Pout-Pout fish. What’s up with him? Ask the children what they do when they are feeling sad. Tell the children what you do when you are feeling sad. Then read the story to find out.

Day 2:

Whole group second shared reading: Reread the story.

- How many and which other animals try to help him feel better?
- What was different about the last fish that helped Pout-Pout fish be happy?
- Does anyone know what a “grin” is?
- Does anyone know what a “scowl” is?

Day 3:

Whole group third shared reading. Reread the story. Have the children say the “I’m a Pout-Pout fish with a pout-pout face and I spread the dreary-wearies all over the place”. The Pout-Pout Fish Song is available on YouTube. If you have access to a Smart Board, have children listen and sing along. Discuss how face and place rhyme. Give other rhyming and non-rhyming pairs from the story and have children determine if they rhyme or don’t rhyme by using thumbs up or thumbs down: out-pout, face-place, fish-sad, grin-in, frown-down, friend-growl, mope-hope, chum-glum.

Day 4:

Whole group fourth shared reading: Discuss with the children how some words can mean the same thing. By using different words we can make our brains bigger. Use Beck and McKeown’s formula for defining “glum”.

- Everyone say “glum”
- Use a friendly definition “glum means you are sad and frown”
- Use a personal example “I feel glum when...”
- Ask a few children for some times when they have felt “glum”
- Say the word “glum” again.

- On chart paper make columns for other words meaning sad, what does sad look like (list nonverbal communication) and ways to deal with being sad. Clap out the other bigger words for “sad” (glum, gloomy, lonely, disappointed, bored, and embarrassed).

Ticket out the Door:

Have the children clap out syllables in words from the story: glum, gloomy, pout, dreary, sulking, mope. grimace.

Week 4 – Scared/Worried

Wemberly Worried by Kevin Henkes

Goals:

- Identify the word “worry”, a big worry and a small worry
- Identify the nonverbal communication
- Use a personal narrative – When I get worried, I can...
- Use a robust precise word for “scared” (e.g., worried, afraid, nervous)

Day 1:

Whole group first shared reading: Educator states – “Come close – I have something special I want to share with you...All feelings are OK – It’s what we do with them that matters”. I’m going to read you a story about a little mouse that is a little scared and worried about things that “might” happen. Show the cover of Wemberley’s face and the nonverbal facial expressions that show us she is worried. Read the book. What words best describe Wemberly? Explain why Wemberly is worried. What is it about school that scares Wemberly so much? How does Wemberly change at the end of the story? On a sheet of chart paper write the question ‘What did Wemberly worry about?’ Ask the children to recall the different things that Wemberly worried about in the book. Record their responses.

Day 2:

Whole group second shared reading. Review some of Wemberley’s worries at school and what caused the worries to go away. Ask the students to discuss things they worry about and record on chart paper. Discuss things you can do when you are worried to help yourself feel better. Reiterate that everyone has worries and it’s ok to share them with a parent, teacher, or friend.

Day 3:

Whole group third shared reading. Reread the book. Discuss how Wemberley had “big” worries and “little” worries. Revisit the chart with worries generated by the children. Differentiate the worries into “big” and “little” worries. Have students articulate “When I get worried, I can...”

Day 4:

Whole group fourth shared reading: Discuss with the children how some words can mean the same thing. By using different words we can make our brains bigger. Use Beck and McKeown’s formula for defining “afraid”.

- Everyone say “afraid”
- Use a friendly definition “afraid means you are scared and worried”
- Use a personal example “I feel afraid when...”
- Ask a few children for some times when they have felt “afraid”
- Say the word “afraid” again.

On chart paper make columns for other words meaning worried, what does worried look like (list nonverbal communication) and ways to deal with being worried.

Ticket out the door:

Discuss how many words in the book that start with “w”. Ask the students to identify a word in the book or any word they know that begins with “w”.

Tier 2 - Small guided group for those at risk:

Have students colour a picture of Wemberley, discuss her facial expression and body language, and identify something that worries her. “Wemberely worries about.../ I worry about...” Use the photo cards of “worried/afraid” and discuss why the people might be worried. Discuss other words for “worried”. Have students articulate, “When I get worried, I can...”

Week 5 – Overview of Emotional Vocabulary

Glad Monster, Sad Monster

Ed Emberley and Anne Miranda

Goals:

- Identify a variety of emotional vocabulary
- Identify what they “look like” – nonverbal communication
- Personal narrative
 - It makes me ... when...
 - When I am ... I can...

Day 1: Prior to reading book, please remove the perforated monster masks and laminate them.

Whole group first shared reading: Educator states – “Come close – I have something special I want to share with you...All feelings are OK – It’s what we do with them that matters.

Read the book aloud. Show the monster masks while reading about each monster. After reading the book use Beck and McKeown’s tiered vocabulary scripts to teach the word “glad”.

- Reread the sentence where monster is glad
- Have the class say “glad”
- Give a friendly definition of glad – Glad happens when you are happy and feel good inside
- Give an example when you have been glad
- Do they feel glad when they get to play ball like the yellow monster? Ask what other things make them feel glad. Do they think the same kinds of things that make them feel glad would also make yellow monster feel glad
- The class says “glad” again

Day 2:

Whole group shared reading: After rereading the book, give scenarios of what might make you glad, mad, scared, silly, etc. Have a child find a mask that would match that scenario.

- being hugged by mom
- losing a pet
- somebody destroying your craft or creation
- being left in the dark
- playing with a puppy
- being told “no”
- seeing a rainbow
- when someone takes your toy
- thunderstorms
- eating ice cream
- falling in a puddle
- rocking a baby

Day 3:

Whole group third share reading: After reading book revisit the “worried” page. Look at the face of the orange worried monster. What does his body look like? What things make you worried? What are some other words for worried? (scared, shy, afraid). Write these on chart paper.

Day 4:

Whole group fourth shared reading: While reading the book name the monsters with an alliteration (Harry the Happy monster, Gladys the Glad monster, Al the Angry monster, Lila the Loving monster, Sam the Sad monster, Scott the Scary monster, Walter the Worried monster, Sam the Silly monster. Talk about how these monsters might move. Al the Angry monster might stomp. Hank the Happy monster might skip around.

Stress the initial sounds in the words to model alliteration. Have some SK students identify the first sounds in the words.

Day 5:

Whole group activity: Review the emotional vocabulary cards. Play “Pass the Hat”. Have the children pull a card from the hat, label the feeling, tell how they know it, make the feeling face and tell about a time they felt that way.

Tier 2 - Guided small group for those at risk:

Have children try on the monster masks and articulate what they are feeling. Have them make their own mask with paper plates, cut out pieces and markers. Talk about times when they felt glad, angry, loving, sad, scared, worried, silly. Use the free app Alligator Apps – Emotions to identify emotional vocabulary. Match the photo cards with the black-and-white drawings.

Alternate Week 3 – Sad

Llama Llama Misses Mama

By Anna Dewdney

Goals:

- Identify the word “sad”
- Identify the nonverbal communication
- Use a personal narrative
 - It makes me sad when...
 - When I am sad I can...
- Use a robust precise word for “sad” (e.g., lonely, alone)

Day 1:

Whole group first shared reading: Educator states – “Come close – I have something special I want to share with you...All feelings are OK – It’s what we do with them that matters”.

Before reading *Llama Llama*, talk about what it means to miss someone and feel lonely or alone. Ask the children if they have ever missed someone. How did they feel? What did they do to feel better? Ask the children if they can think of a time when someone might feel all alone because they miss someone special. Tell the children you are going to read a book about a llama on his first day of school. Read the title of the book and see if the children can guess who the llama misses. Communicate with the family and request that the children bring in pictures of their family or people they might miss while they are school.

Day 2:

If the children did not bring in a photo, have them draw a picture of someone they might miss while at school. As a whole reread the story. Have the children “show and tell” their pictures/photos. Educators can share photos too. Make a bulletin board in the classroom with everyone’s pictures/photos. Tell the children if they miss mom/dad/grandma they might feel better if they see a picture of that person. Model the narrative, “When I feel sad, I can...”

Day 3:

Reread the story. Discuss how to tell if a friend is feeling sad and what to do to make him feel happy again. How could we tell that llama felt lonely (he started to cry, he didn’t want to eat, he didn’t want to read a book or take a ride on the chugga-choo)? What did the children do to make Llama feel better (teacher told him that mama would come back, other children asked Llama to play, they showed him the playhouse and the slide)? Ask what the children would do if one of their friends felt sad and alone.

Day 4:

Whole group fourth shared reading. Reread the story. Present rhyme pairs and non-rhyme pairs from the text. Have the students use thumbs up/thumbs down if the word pairs rhyme/don’t rhyme. Pick one or two robust vocabulary words that can be defined: moan, cuddled, snug, strange.

Ticket out the Door:

Have the children clap out syllables in words from the story: misses, alone, fuss, chuggachoo, cuddled, hug, mama-llama,

Tier 2 - small guided group for those at risk:

Show individual pictures to the students of llama's face and discuss his feelings and how his face looks. Do you notice that llama carries a special friend with him? Why does he do this? Have students identify a toy they love and draw a picture of it.

Additional Activities:

Use pictures from Mondo “Let’s Talk About It”, Literacy Place, Health Unit’s Resiliency Rocks, etc. to discuss how people or animals are feeling. For sign in, children can be shown a picture with two emotional vocabulary words below and place their name under the emotion that they think is represented. Discussion can occur during whole group time on labelling the emotion, determining nonverbal communication and a narrative (e.g., the girl is sad because...).

Using read alouds and incidental opportunities to explicitly teach feeling “WOW” words (happy – delighted, joyful, ecstatic)

Have a poster or wall with feeling cards that children can go to and identify their own feeling. The Board Maker pictures could be used. Also have feeling cards cut up and on a table with clip boards, glue sticks and writing tools. Children can find their feelings and talk or write about it.

Educator puts “feeling face” pictures up around the room. Students can search for the pictures and when they find one, they label it and tell about a time they felt that way (personal narrative).

Children get a “feeling face lotto board”. They can pick matching feeling face cards and glue them to their board. When done they can identify each emotion and demonstrate it with their body and give a narrative.

Children can manipulate paper plate faces on a light table and turn parts of the face in different directions based on nonverbal for different feelings. Brads are used to attach the parts to the plate.

Have a “feeling check in chart”. As the children are arriving, have them check in by telling you how they feel. Make clothes pins for each child’s photographic and name pasted onto the side. As the children arrive each day, help each child take their close pin to the feeling chart and attach it to the how they are feeling that morning. Feelings can change throughout the day. Remind the children that even if they were sad when they arrived to school, they might be happier later. If a child’s feeling changes, then help him/her back to the feeling chart and assist in changing his/her name to the new feeling. You can also use paper cups with pictures glued on the outside. Children can place their names on Popsicle sticks into the identified cup.

Play “Guess how I Feel”. Pantomime various emotions without using any words, only body language, hand gestures and facial expressions. Have the children each take a turn and have others guess what feeling they are demonstrating.

There is a multitude of children’s books available that can extend the learning of children labelling emotions and making connections. For instance art discovery can occur by using colour association with emotions following *My Many Colored Days* by Dr. Seuss. While reading the story pause after each animal and discuss the animal’s colour. Ask the children to share a time that they were in that mood. After reading the story, discuss the spectrum of colours in comparison to moods and feelings.

You Have to Name It to Tame It!

Basic Emotional Vocabulary:	WOW Vocabulary:	What it Looks Like:
<i>Happy</i>	<i>Calm</i> <i>Ok</i> <i>Relaxed</i> <i>Joyful</i> <i>Cheerful</i> <i>Enthusiastic</i> <i>Proud</i> <i>Brave</i> <i>Thrilled</i> <i>Surprised</i> <i>Ecstatic</i> <i>Excited</i>	<i>Happy</i> • mouth turned up • smiling • body relaxed • ready to learn <i>Excited</i> • eyes open • smiling big • jumping up and down • heart beating fast • talking too much • talking too loudly • eyebrows pointed up • giggling
<i>Sad</i>	<i>Gloomy</i> <i>Lonely</i> <i>Disappointed</i> <i>Bored</i> <i>Embarrassed</i> <i>Tired</i>	• covering face with hands • crying • shaking • eyes looking down • corners of mouth down • shoulders down • hard to have fun • feeling tired • hard to talk

<i>Mad</i>	<i>Grumpy</i> <i>Irritated</i> <i>Impatient</i> <i>Annoyed</i> <i>Frustrated</i> <i>Angry</i> <i>Fed up</i> <i>Jealous</i> <i>Furious</i>	• yelling or growling • eyes closed a little • corners of mouth down • corners of mouth straight • eyebrows pointing down • stomping • arms crossed • shaking fists • muscles tight • body feels hot • breathing faster • biting down (clenching)
<i>Scared</i>	<i>Nervous</i> <i>Anxious</i> <i>Worried</i> <i>Overwhelmed</i> <i>Confused</i> <i>Shy</i> <i>Stressed</i> <i>Tense</i> <i>Afraid</i> <i>Fearful</i> <i>Panicked</i>	• body shaking • outside of eyebrows down • body turned away • looking at ground • muscles tight • corners of mouth down • face feeling hot • biting down • stomach tied in a knot • hiding face • wanting to be alone

All feelings are OK. It's what we do with them that matters!

Feeling “WOW” Words

Affectionate	Gloomy
Agreeable	Guilty
Annoyed	Ignored
Awful	Impatient
Bored	Important
Brave	Interested
Calm	Jealous
Capable	Joyful
Caring	Lonely
Cheerful	Lost
Clumsy	Loving
Confused	Overwhelmed
Comfortable	Peaceful
Creative	Pleasant
Cruel	Proud
Confused	Relaxed
Comfortable	Relieved
Cooperative	Safe
Creative	Satisfied
Cruel	Sensitive
Curious	Serious
Depressed	Shy
Disappointed	Stressed
Disgusted	Strong
Ecstatic	Stubborn
Embarrassed	Tense
Enjoying	Thoughtful
Excited	Thrilled
Fantastic	Troubled
Fearful	Unafraid
Fed-up	Uncomfortable
Free	Weary
Friendly	Worried
Frustrated	
Gentle	
Generous	

Feeling WOW words are tier 2 words and can be facilitated incidentally or during shared reading using Beck & McKeon’s Robust Vocabulary strategy.

