

# Books to Treasure

## [The Pigeon has Feelings, Too!](#)

By Mo Willems

2005

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### **English Language Arts**

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**Summary:** Pigeon expresses range of emotions as his adversary the bus driver tries to coax him to feel happy

### **Focus:**

- The learner (student) will create feelings spinner wheel to use to help describe daily feelings.
- TLW refer to a feelings reference sheet to use while writing a feelings journal
- TLW act out story with another student to learn another point of view

### **Common Core Objective: English Language Arts Grade 2**

- Writing Standards: #3 – writes narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- Speaking and listening Standards: #1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. #2 – recount or describe key ideas or details from a text read aloud or information presented orally or through other media. #3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. #4 – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking

audibly in coherent sentences. #6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- Language Standards: #1 – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. #2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. #3 – Use knowledge of language and its conventions when writing,, speaking, reading, or listening. #4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. #5 – Demonstrate understanding of word relationships and nuances in word meanings. #6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

### **Supplies:**

1. Laminated feelings wheel
2. Spinners
3. Scissors
4. Adhesive-backed Magnets
5. My Feelings reference sheet (can also be laminated)

### **Activity:**

1. Students will listen to teacher read aloud; *The Pigeon has feelings, Too!* By Mo Willems
2. Students will take 5 minutes after read aloud to discuss how we all have many different feelings in a day.
3. Teacher will display model of completed feelings wheel and ask students to create a similar feelings wheel to display on their locker to use as a daily feelings gauge. Teacher will also display a My Feelings reference sheet to use in daily writing journals.
4. Students will again discuss feelings and how they can use completed feelings wheel to help those express feelings throughout the day during interactions with others or to help them talk about how they feel as they begin their day and then write about those feelings during journal writing time.
5. Teacher will pass out a My Feelings reference sheet at the end of this activity for each student to use in daily writing journals.

Related books: I love my new toy by Mo Willems

### **Optional activity:**

1. Students will listen to teacher read aloud; *The Pigeon has feelings, Too!* By Mo Willems,
2. Students will take 5 minutes after read aloud to discuss how we all have many different feelings in a day.
3. After students have talked about different feelings have the students make faces of their feelings on 4 different small paper plates
4. Students will glue popsicle sticks to the bottom of the paper plates to use as a holder
5. Students can use these feelings “faces” as they act out stories in class or as a prop during classroom free play time.

**Summary:**

It is very important for children to learn that feelings are a normal part of life and also just as important is learning to manage emotions that are a result of various feelings we may have at any time. Teaching students how to recognize, verbalize, and write about their feelings is an important life skill that enhances students' academic success.