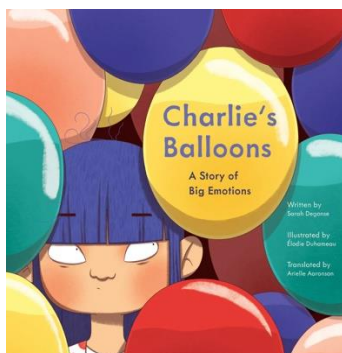




EN / FR

EHDA  
collection

## Charlie's Balloons by Sarah Degonse

**Book synopsis:** the story portrays that emotions are felt on a continuum and that some people feel them more lightly or more intensely than others

### Themes covered:

- Naming and recognizing emotions
- Hypersensitivity, neurodiversity

### Time of the year:

- Anytime (proposed for September)

### Secondary books linked:

- *Lots of Feelings* (EHDA collection)
- *Rainbow of Emotions*

### Tier 1 universal practices – for the whole group

- **Reading the story** with the **whole group** (teacher is reading a physical copy of the book with the group, rather than having them listen to the story on video).
- Asking the children questions about the book to keep them engaged and to take the message of the story one-step further.
- Using **emotion face cards** to help make the link
- Using **props** (e.g. [package of balloons to blow with a hand air pump](#)) can help increase the children's interest in the story.

### Tier 2 targeted practices – for some children in a small-group setting

- **Re-reading** the same story with a **small-group** of selected children at Tier 2.
- Owning a second copy of the book, which could be lent to each child at Tier 2 to read with their **parents at home** (book to be lent on rotation).

\* *No read aloud version available online for parents.*

### Tier 3 individualized practices – for few children on a one-to-one basis

- **Re-reading** the same story with a child at Tier 3 on a **one-to-one basis**.
- Owning a second copy of the book, which could be lent to the child at Tier 3 to read with his/her **parents at home**.

\* *No read aloud version available online for parents.*

### Adaptations for special needs:

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- Adapting some of the examples in the book, which may be too abstract for children with special needs.
- Using children's personal photos to make a link.
- Using descriptive language to help them better understand each emotion presented.

**S** = social development

**E** = emotional development

**EHDA** = special needs



This toolkit was developed by Martine Demers and Catherine Korah (CEBM), and Lucie Brisebois (RSB) with the collaboration of K4-K5 teachers

# MAKING YOUR OWN QUESTIONS FOR STORYTIME



**EHDAA  
collection**



## **Charlie's Balloons** By Sarah Degonse

1.

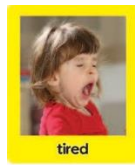
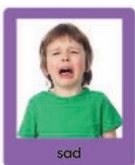
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# NAMING EMOTIONS



EHDAA

## INDOOR ACTIVITY

### Materials needed

- [Emotion face cards](#)
- Cards portraying scenarios
- Rubber balloon to inflate/deflate

### Additional/alternate materials

- Range of colour paper cut in the shape of a balloon
- Items to create individualized sensory toolkits

EHDAA

### Tier 1 universal practices – for the whole group

- Using Emotion Face Cards to prime discussion, as well as a set of cards portraying scenarios to help the children determine a specific emotion and its intensity. Working with real photographs helps children to relate to real-life situations.
- Using a rubber balloon to inflate and deflate to illustrate the intensity of emotions.

### Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Creating a collage with images of children crying for different reasons.
- Children at Tier 2 sometimes struggle with putting words to their felt experiences. This can become an intervention tool when they are upset and seem unable to put words to what is happening. By pointing to an image in the collage, they can help the adult understand what has unfolded.

### Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with a child at Tier 3 in an **alternate location**, on a one-to-one basis, with the support of an adult (could perhaps invite a friend).
- Creating a collage with images of children crying for different reasons.
- Children at Tier 3 have great difficulty putting words with their felt experiences. This can become an intervention tool when they are upset and seem unable to put words to what is happening. By pointing to an image in the collage, they can help the adult understand what has unfolded.

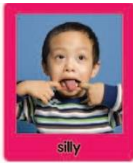
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\* See instructions at the back of the card



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# NAMING EMOTIONS



## INDOOR ACTIVITY

### Special attentions for K4:

- Children in K4 often have little language of emotion – one of the key elements is to help them put words to what you perceive they are feeling and asking them to validate if you assessed the moment well. By naming emotions, this will help build their vocabulary. Expect that they will sometimes misuse the name for an emotion, gently rephrase.

### Special attentions for Tier 3

- Children at Tier 3 often have great struggles facing and naming their emotions, even though they are often 'filled' with big emotions. This is very vulnerable and challenging for them. Adults need to help by compensating, naming and giving lots of grace as their efforts are great.
- These children need to know that we do not hold their emotional outbursts against them and that we do not define them by their behavior. It is key that we point out their beautiful personality traits on a regular basis. They will come, with lots of time, to be better able to name and manage their emotions. They're just not there yet!

### Adaptations for special needs:

EHDA

- The use of visuals are often key with students with special needs, be careful with how many emotions can be worked on at a time will be very important. Starting with a few and gradually increasing one at a time will help build progress and success.
- Cutting out paper balloons and match with the emotion card.
- Using thicker balloons – punching bag type - so they don't break as easily
- Making sure to inflate and deflate the balloon slowly so it doesn't pop (this could startle some children).

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**Happy/Heureux**



**Mad/Fâché**



**Worried/Inquiet**



**Frustrated/Frustré**



**Silly/Coquin**



**Proud/Fier**





**Surprised/Surpris**



**Excited/Excité**



**Scared/Apeuré**



**Tired/Fatigué**

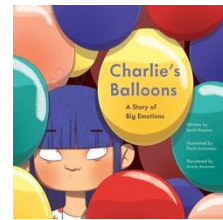


**Sad/Triste**



**Upset/Déçu**

# HEAVY VS. LIGHT



EHDAA

## INDOOR ACTIVITY

### Materials needed

- Various objects that are heavy or light to compare the two.

### Tier 1 universal practices – for the whole group

- With the whole class group, experimenting with feeling the weight of various objects to better understand the concepts of heavy vs. light and comparing them to how emotions can make us feel.

### Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Children at Tier 2 may struggle with naming their emotions and identifying their bodily sensations.

### Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with the child at Tier 3 in an **alternate location**, with the support of an adult (could perhaps invite a friend).
- Children at Tier 3 often struggle with naming emotions and identifying sensations in their bodies.

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\* See instructions at the back of the card



## HEAVY VS. LIGHT



EHDAA

### INDOOR ACTIVITY

#### Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need.


#### Special attentions for Tier 3


- Providing individualized to ensure that the heavy objects selected are not used as projectiles.


#### Adaptations for special needs:

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- This activity may be best done in small groups in order for them to have the personalized support children with special needs may require.
- Making sure to structure well the activity if not it will be distracting or overwhelming.
- Providing individualized to ensure that the heavy objects selected are not used as projectiles.

 = social development

 = emotional development

 = special needs



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# MIRROR, MIRROR!



EHDAA

## INDOOR ACTIVITY

### Materials needed

- Mirror
- Photographs

### Tier 1 universal practices – for the whole group

- **Mirror, mirror!** – using a mirror, asking the children to notice and name how their body relays information about their moods and emotions.
- Taking photos of the children demonstrating and expressing different emotions.
- Printing these out and posting them up to create a personalized 'Emotions Wall'.

### Tier 2 targeted practices – for some children in a small-group setting

- **Social Stories** – with a small group of selected children at Tier 2, creating social stories to help them recognize when others are afraid, upset, angry, etc.
- Then, role-playing different ways to handle these situations. Practicing in a small group context is beneficial for children at Tier 2.

### Tier 3 individualized practices – for few children on a one-to-one basis

- **Social Stories** – with a child at Tier 3, creating social stories to help them recognize when others are afraid, upset, angry, etc.
- Then, role-playing different ways to handle these situations. Practicing in an individualized context is beneficial for children at Tier 3. Inviting also a friend to join the activity.

EHDAA

\* See instructions at the back of the card



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# MIRROR, MIRROR!



EHDAA

## INDOOR ACTIVITY

### Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need.

### Special attentions for Tier 3


- Keeping in mind children at Tier 3 may struggle with body and self-awareness.
- Ensuring the child is regulated enough to manage this activity (looking at yourself in a mirror may be vulnerable). Could use pictures of other people instead.


### Adaptations for special needs:

EHDAA

- **Mirror, mirror!** – for some children with special needs, the activity may be awkward for them in terms of mimicking facial expression out of context (e.g. forcing a smile when not happy).
- Simplifying the activity by using only the basic primary emotions.
- Using descriptive language and modeling to help them identify the different emotions on the cards.
- **Social Stories** – adapting/personalizing the social story to the child's profile (using real photos of them and their own situations) – over emphasizing the reality to help them better understand the relevance/importance.

 = social development

 = emotional development

 = special needs



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