

The Boy with Big, Big Feelings
Discussion Guide
Grades Pre-K – 3rd

Before Reading: to activate schema, build background knowledge, and set a purpose.

- Start by asking, “Have you ever gotten frustrated because you can’t communicate how you feel? What made you feel better?” (Optional: Pair Share)
- Set a purpose for reading: “As we read today, think about how the boy learns to accept himself and all of his big, big feelings.”

During Reading: to engage students, check for understanding, and make connections.

- Pause after the first couple of pages and ask, “Have you ever felt this way before?”
- How does the boy feel about having such big, big feelings? How do you know?
- Why was the boy afraid to let his classmates see how big his feeling are?
- How did the boy and the girl who was crying show kindness to one another?

After Reading: to summarize, question, and reflect.

- Revisit the purpose for reading: “How does the boy learn to accept himself and all of his big, big feelings? What did the boy discover about other kids?”
- **Extend:** It can be hard to say how you are feeling, so instead, we can show them! Using different colors of paper and/or crayons, have students draw faces that represent a variety of emotions (joyful, scared, silly, etc.). Encourage students to use these cards when they can’t find the right words to explain their big, big feelings.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more books about learning how to express feelings, such as [Niko Draws a Feeling](#).