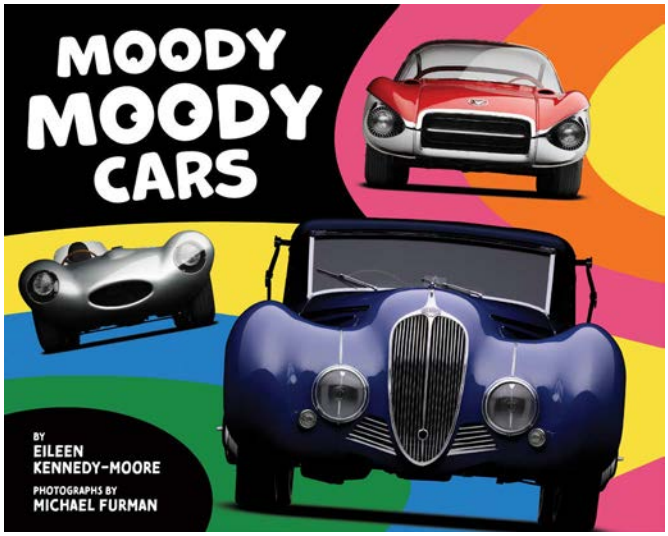
MOODY MOODY CARS!

Written by Eileen Kennedy-Moore, PhD

Photographs by Michael Furman

Educator Guide



Bumpers, lights, grills, and fenders come alive in this beautifully designed picture book, *Moody Moody Cars*, by Eileen Kennedy-Moore, PhD, with photos by Michael Furman. Young readers and their educators can simply admire some really cool cars, or they may also dive deeper into the **engine** that helps drive us all toward emotional well-being and educational progress – social-emotional learning. With guidance, readers can explore their own emotions by observing and decoding each car's facial expressions. In a range of emotions from joy to anger, surprise to envy, these communicative little cars tell their tale, while taking the reader along for the ride.

Throughout various stages of development, children learn to read, recognize, and categorize facial expressions, and they learn to understand the link between facial expressions and emotions. Dr. Kennedy-Moore is an internationally published author, psychologist, and mom of four who is passionate about helping children build essential social-emotional skills that act as a **road map** to establishing and maintaining healthy relationships. She deeply understands the necessity of building these skills in young people. Her clever and bouncy rhymes develop each of the car's feelings and personalities to engage early readers. Poetic language is paired with an eclectic selection of cars, captured through Michael Furman's vivid photographs. Your students will embark on a journey, getting to know, care for, and identify with each of these quirky vehicles while reading and exploring *Moody Moody Cars* and practicing self- and social-awareness, self-management and relationship skills.

This picture book will soon become a class favorite and is so relevant to elementary classrooms. Plus, it's just super fun! With each **drive around the block**, students can find new details they did not notice before. These new discoveries can encourage meaningful conversations as they share their observations with classmates. What has the wide-eyed, silver car so astonished? What other reasons might the red, jealous car have to be envious? Or maybe the blue, friendly car is just stopping to smell the flowers? Young readers will impress their families on their next outing by spotting cars, identifying emotions, and developing their own creative stories for the cars they see on the road! These new skills are so important for everyday interactions in learning how to communicate and empathize with their peers, friends, and family members while also building on resourcefulness for classroom and real-world application. The various activities in this guide span classroom discussion, improv, and art while creating opportunities to develop social-emotional, writing and reading skills. *Moody Moody Cars*, along with these engaging activities, will help your students develop their accuracy in recognizing emotions in the world around them…one **road trip** at a time.

ESSENTIAL QUESTIONS

BEFORE READING QUESTIONS:

1. What are feelings? How many different feelings can you name? Why do we have different emotions? Why don't we just feel happy all the time?

2. Describe a time when you had strong feelings. What does a strong feeling look like? What made you feel that way? If you can't think of your own story or you do not wish to share, can you think of events that would cause others to have strong feelings of happiness, sadness, anger, etc.?

DURING READING QUESTIONS:

3. Are there any emotions that these cars felt that you do not understand or have questions about? Why are feelings sometimes confusing?

4. How can you tell what others are feeling? What can you look for to help you determine someone's mood? What might someone's body look like if they're scared or angry or excited? What would their tone of voice sound like if they say "Goodbye" when they're feeling scared or angry or excited? The cars express their feelings through their faces and words. Can you point out some of the specific features of the cars that make them appear to be happy, surprised, mad, disgusted, etc.? Can you spot the eyes of the car? How are they shaped? What other facial features seem to be telling us something?

5. How do the colors of the cars or the pages of the book match the cars' emotions? Are there colors that you feel show emotions more than others? Explain. Can you pair certain colors with certain feelings? (Teachers may want to use/adapt a Mood Meter as a tool during this discussion to help students really dig in to colors and emotions.)

6. What are some activities you can do to help improve your mood? What are some activities that always put you in a good mood? Emotions, like roads, can go up and down. "What are some ways you can help others improve their mood? What might you do to change the moods of some of the cars in the story?

ESSENTIAL QUESTIONS CONTINUED

AFTER READING QUESTIONS:

7. Our feelings can be affected by our experiences. How can a song change your mood? How does a stinky smell make you feel? Has the weather ever made you feel a certain way? What are some other examples from your environment that can change how you feel?

8. It is ok to be in a bad mood and to feel sad or angry sometimes. What are some healthy ways to express yourself when you or others are feeling sad or angry?

9. How can being a good listener help you determine what others are feeling? Why is it important to understand which emotions your friends are feeling?

10. Sharing your feelings with others is also important. How can discussing your feelings with others, such as your friends or a trusted adult, help? How does it feel to share your feelings with someone? Are there pairs of cars in the book that might benefit from talking to one another? Which cars, and why? Is it easier to express when you're feeling happy or when you're feeling sad? Why do you think so? Besides speaking to someone, what are other ways we might express our feelings?

11. How you express your emotions can make it easier or harder for people to understand how you're feeling and to respond in caring ways. How are people likely to react if you yell at them? What happens if you're upset and you don't tell anyone or explain why? What might happen if you try to tell someone about your feelings when they're very busy?

12. Which of these ways of expressing feelings is more likely to get a good response and why? 1) You're mean! You always do mean things! I'm never talking to you again! or 2) I feel mad when you take my pencil without asking. Please ask me before borrowing it.

ACTIVITIES

FEELING FAMILIES

Materials Needed:
80 notecards (or simple square pieces of paper, 16 per group of ~5 students) with the following emotion words written on the 16 notecards: excited, peaceful, loving, grateful, grieving, disappointed, lonely, discouraged, terrified, nervous, worried, startled, furious, annoyed, grumpy, disgusted.

We have so many feelings and emotions. *Moody Moody Cars* introduces students to or underscores words associated with feelings. Being able to identify feelings in one's self and in others develops positive relationships, conflict resolutions and personal well-being. All good things. The following activity also gives students the opportunity to categorize feelings and to explore the intensity of those feelings.

- Write the following emotions on the board. Happy, Sad, Scared, Angry.
- Divide the class into groups of ~5. Distribute the 16 emotion words notecards. Be sure to mix them up before distributing.
- Instruct students to work collaboratively to assign the words on the notecards to the category they feel fits the best: Happy, Sad, Scared or Angry.
- When groups are finished, ask:

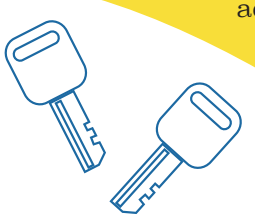
  ➡ What did you notice while discussing in your groups?
  ➡ Why do we have so many words that kind of mean the same thing? Why do we need different emotion words within a Feeling Family (i.e., the "Happy Feeling Family": excited, peaceful, loving, grateful)?
  ➡ Why is it helpful in our everyday lives for us to understand what the different emotions mean? Why do you think Dr. Kennedy-Moore and Michael Furman created this book for young people?

- Next, have students turn to a partner. Each student takes turns choosing one emotion from any of the Feeling Families. Have them say the word "Hello" and illustrate that emotion in their face, with their tone of voice, and with their body. What might the emotion look like, sound like and move like while they are saying "Hello"?

CASEL COMPETENCIES
SELF-AWARENESS:
The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

COMMON CORE STANDARDS
CCSS.ELA-LITERACY.SL (Grades K-3)
Participate in collaborative conversations with diverse partners about grade k-3 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.L.1.5.A
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.



"ONE DAY WHEN..." : AN IMPROVISATIONAL FEELINGS GAME

Materials Needed:

- Wheel of Feels template (provided, to be assembled prior to starting this activity)
- Cardstock* (or cardboard)
- Paper fastener
- Scissors

To Assemble the Wheel of Feels:

1. Use the provided Wheel of Feels template.
2. Cut out the colored circle and arrow and paste it onto the cardstock.
   *Using cardstock is optional, but will make your Wheel of Feels sturdier.
3. Punch a hole in the middle of the circle and attach the arrow in the middle of the circle with a paper fastener allowing the arrow to spin.
4. You may want to laminate the wheel to make it reusable.

Dr. Kennedy-Moore's *Moody Moody Cars* offers the perfect opportunity for young readers to explore their own emotions as well as others'. By playing the game, "One day when..." students will be able to express (and guess!) emotions through improvisational and kinesthetic learning.

Lap 1 – WHAT'S THAT FEELING?

- One student volunteers to spin the Wheel of Feels without letting the rest of the class see the emotion that the arrow lands on.
- The student acts out a scene beginning with the line, "One day when...".
- Encourage the student NOT to say the feeling they are trying to get the class to guess. Ask: "Can you show the feeling in your words, tone of voice, facial expression, and body language, **without** using any feeling words?" Their story can be very simple, (when spinning on 'Angry') the student might say, "One day when I was home watching my favorite movie, my older brother came into the room and stole the remote control and changed the channel without asking me. I felt..."
- If the student is having difficulty coming up with a scenario or expressing their emotion, he/she may ask for ***roadside assistance*** from another student. Have the original volunteer and his/her assistant whisper ideas to each other to complete the scene.
- The class attempts to guess the emotion when the volunteer is done telling their story and explains why they guessed that emotion.

Lap 2 – HOW TO RESPOND?

- Have the student who correctly guessed the feeling join the original volunteer (or his/her teammate) on the "stage."
- The two students will reenact the story, one playing themself and the other the older brother (or whichever other person plays a role in their story).
- When it gets to a point in the story where the second student needs to respond to the feeling being portrayed, say "***stop!***".
- Ask the audience to give their thoughts on what would be the best way to deal with the situation being played out. Invite a few different suggestions. For example, using the storyline from above, students may suggest making a compromise or setting a time limit for each sibling to use the remote control.
- The volunteers on stage will then act out one of the audience's suggestions after you say "***go!***" to show how they think best to address the situation in managing their feelings.

The Final Lap – A WRAP-UP

Ask the class how the skits performed compare with similar scenarios in our real lives and in the lives of the cars from the book. What emotions are involved?

CASEL COMPETENCIES:

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

COMMON CORE STANDARDS:

CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-LITERACY.SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

THE WHEEL OF FEELS

EMOTIONS AND THE ARTS

Materials Needed:

- Marble notebook/Feelings Journal (one for each student)
- Smart Board (or another classroom device with the ability to display images)
- Computer with speakers
- A selection of artwork and music you've chosen before the activity. (See suggested links or use ones you know your students will like.)

Art, music, photography and literature can have different meanings to and evoke different emotions from each viewer/listener. So in a classroom filled with young people, each with unique experiences and perspectives, the arts are a perfect teaching tool! After having read *Moody Moody Cars*, students will have a new vocabulary of feeling words ***in tow***. This activity gives students the opportunity to experience works of art and music and record in their Feelings Journal the emotions that they feel as they look and listen. Being able to identify emotions in the arts can boost self-understanding and compassion for others and enhance critical thinking skills.

PRIOR TO STARTING THIS ACTIVITY, HAVE STUDENTS SET UP THEIR FEELINGS JOURNAL. INSTRUCT THEM TO:

1. Find a clean page in your notebook.
2. Fold that page in half (the long way so the outer edge of the page meets the binding of the notebook).
3. Unfold so the page now has two sections. Students may draw a line on the crease if they want to.
4. On the top of the first section (the one to the left) have the students label it "What I See".
5. On the top of the second section (the one to the right) have the students label it "What I Feel".
6. Tell students they will be looking at some artwork and using their Feelings Journal to write down (or draw/color for younger kids!) what they see and how it makes them feel. Students can draw a line in their notebook between each work of art they take notes on.

AFTER EACH WORK OF ART IS DISPLAYED AND STUDENTS HAVE BEEN GIVEN TIME TO WRITE, OPEN UP THE DISCUSSION FOR STUDENTS TO SHARE THEIR IDEAS.

- Point out similar observations and feelings students may have noticed. For example, ask: "Why do you think several of you noticed that…?" or "Why do you think several of you thought this picture expressed happiness? What details in the art made you say that?"
- Point out differences in the students' observations and feelings as well. For example, say: "Wow! That's so interesting you noticed…! Let's all look at that now. How does that show emotion?"
- Now change ***gears*** to shift the discussion back to *Moody Moody Cars*. Ask the students: "Does the work of art you just looked at show the same feelings as one of the cars in the book? Which one?". Or "Which one of the cars from *Moody Moody Cars* would want to display this artwork in their garage? Why?"

THE SAME ACTIVITY CAN BE REPEATED, BUT NOW WITH MUSIC!

- Students will continue to work in their Feelings Journal setting up a new table on a fresh page in their notebook. Instruct students to set up for the music portion of the activity in the same way they did for the artwork, but this time labeling each section as: "What I Hear" and "What I Feel".
- After each song or excerpt of music is played and students have been given time to write (or draw/color!), open up the discussion for students to share their ideas. Students can draw a line in their notebook between each song they take notes on.

➡ Point out similar elements of the music and feelings students may have noticed. For example, ask: "Why do you think several of you noticed that particular sound?" or "Why do you think several of you thought this piece of music expressed excitement?"

➡ Point out differences in the students' observations and feelings as well. For example, say: "That's amazing you were able to hear that…! Let's all listen for that now. How does that make the music more exciting (or calm etc.)?"

➡ Now ***turn the dial*** back to *Moody Moody Cars*. Ask the students: "Does the music sound like something you would hear playing from the radio of one of the cars in the book? Which one? Why do you say that?".

Suggested Websites for Art

Multicultural Art
Vividly colorful works of art from a wide variety of artists displaying many cultures

Kids Art
Art collection created by kids ages 3-14 displaying varying themes

Suggested Pieces of Music

Positive Relaxing Background Music for Kids
Relaxing guitar music with chirping birds in the background for those listening ears

Mozart for Kids or Vivaldi for Kids
These classical pieces range from joyful to somber.

Positive Pop Music Playlist for Kids and Parents
Fun, recognizable hits from Katy Perry, Pharrell Williams, Bob Marley, and many others

CASEL COMPETENCIES

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

COMMON CORE STANDARDS:

CCSS.ELA-LITERACY.SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.CCRA.SL.2
Integrate and evaluate information prsented in diverse media and formats,including visually, quantitatively, and orally.

LET'S FACE IT - AN EMOTIONAL SCAVENGER HUNT

Materials Needed:

- Let's Face It Handout (provided)
- Your classroom/outdoor space/areas to explore
- Digital or disposable cameras, tablet*
- Printer*

** If available, but not required to carry out this activity*

Much like the cars in the book *Moody Moody Cars*, everyday objects can be personified to portray emotion. This is called Pareidolia. Students will get to ***rev*** their creative engines by participating in a scavenger hunt that involves searching for everyday objects with a "face" that portrays an emotion. They can hunt around their classroom, schoolyard, or home.

The handout provided gives some examples of common objects with "faces" that show emotion. Use these images as a discussion starter.

Begin the conversation by asking:

- What everyday objects do you see in this collage?
- What emotions do you see in these objects? Write the emotions in the matching boxes.

LET THE SCAVENGER HUNT BEGIN!

- Allow students to roam freely around the classroom (or an outdoor space) to locate "faces" they find in the everyday objects around them.
- Students will use the table on the provided handout to record "faces" that appear to be happy, sad, mad, etc. In the table, they can identify the object by simply writing what it is (for example, doorknob). In the next box of the table, students will draw the object as best they can.
  - ➡ Optional step: If the technology (i.e., digital camera or tablet) is available, allow them to take pictures of the objects they find, then print them. Students can glue the printouts onto the handout.
  - ➡ This activity can also continue as an at-home project so students can find objects around their house, yard, bus, subway, car etc. that have "faces".

AFTER THE SCAVENGER HUNT:

- Have students form small groups to share their "faces" findings from the Scavenger Hunt.
- Encourage students to ask one another questions, such as:
  - ➡ Which objects that we found were the same? Did we see the same emotion? Why or why not?
  - ➡ Which objects were different?
- As a whole class, have students share what their group members discussed and discovered about their Scavenger Hunt findings.

WRAP UP THE ACTIVITY BY ASKING:

- Was this Scavenger Hunt fun? Was it easy? Why or why not?
- Do you think *Moody Moody Cars* photographer, Michael Furman, had fun taking pictures of all those cars? Do you think his job is easy? Why or why not?
- If you can give the photographer and the author a suggestion about another object to base a book about feelings on based on your experience with the Scavenger Hunt, what would the object be?

EXTRA CHALLENGE

Have students create their own photo collage (like the one on the handout). Encourage students to take pictures, cut out images from magazines or draw while at home, in the car, bus or subway, and outside to get a larger variety of images for their collage. These completed handouts or collages can make a fun bulletin board! Hang up the students' work under a catchy title like "The Faces We Find" or "Everyday Emotions". And refer back to them as situations surrounding emotions arise.

CASEL COMPETENCIES:

SELF-AWARENESS: The ability to link feelings, values, and thoughts.

COMMON CORE STANDARDS:

CCSS.ELA-LITERACY.CCRA.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

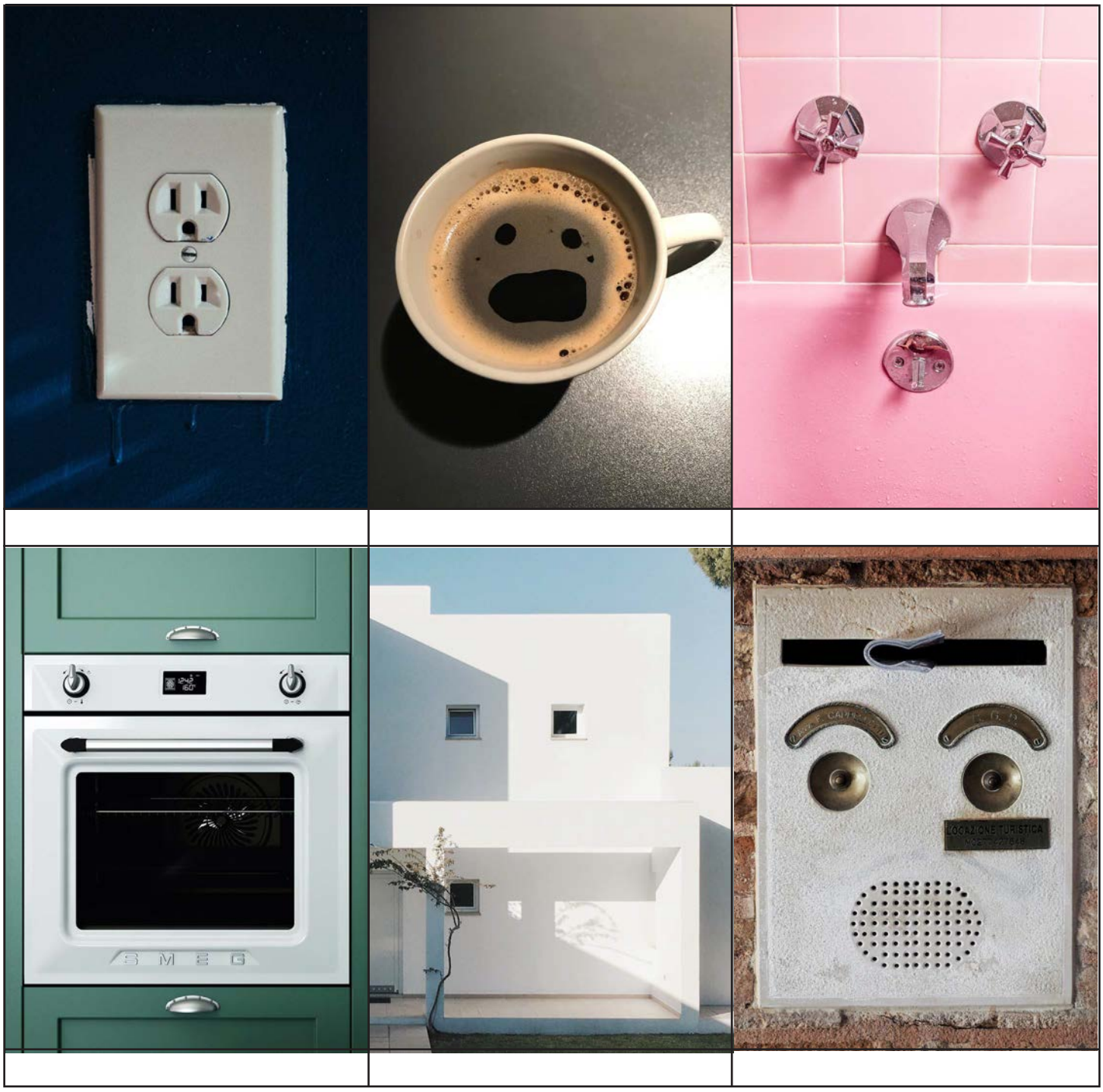
CCSS.ELA-LITERACY.CCRA.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.SL.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LET'S FACE IT!
AN EMOTIONAL SCAVENGER HUNT

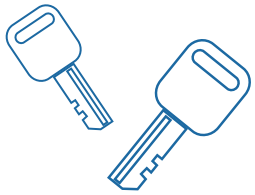
Name _____

Study the images below. What do you see? A cup of coffee? Or the grumpy face of someone complaining? Write an emotion in the box below each picture.



Photos by Brian Patrick, Arno Vernote, Curology, Kam Idris, Pixasquare and Jack Hunter on Unsplash

Name _____



Now it's your turn!

Complete the table the best you can by looking around the classroom (or other space) for objects that show emotions with their "faces." Try to find a variety of emotion faces: happy, sad, mad, etc.

EMOTION	OBJECT	DRAWING

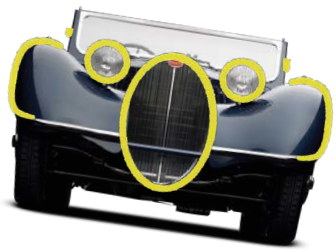
MAKING FACES – EMOJI GAME!

Materials Needed:

- Class set of copies of Car Face template
- Copies of Emoji Parts, cut out and divided into 2 labeled envelopes (eye shapes, mouth shapes), each partner pair will receive 2 envelopes
- Envelopes

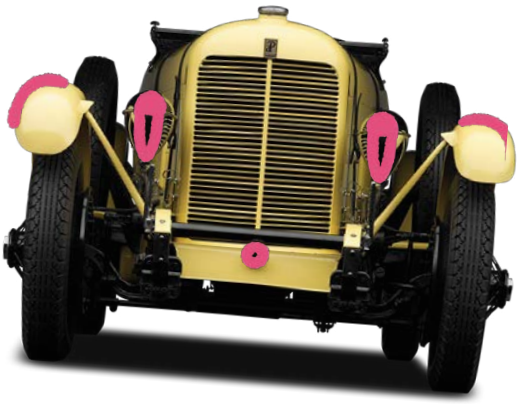
After reading *Moody Moody Cars*, students will be ***fueled up*** to ***test drive*** this create-your-own emoji game. Students will practice creating various facial expressions as they mix and match different face parts on a car. Will they be able to guess which emotion their partner's car is expressing?

- Students pair up and the teacher distributes one Car Face template to each partner pair.
- Distribute the 2 Emoji Parts envelopes to each set of partners.
- Students open their envelopes and spread the Emoji Parts out on the desk.
- Instruct them to take turns creating varying facial expressions on their Car Face by choosing different eye shapes and mouth shapes.
- Partners guess the emotions being expressed!
- Encourage students to swap out one Emoji Part to see what happens to the expression. Does the emotion change? Hmmm. I wonder why? Partners discuss.
- Return for whole class discussion:
  - ➡ Which emotions did you and your partner create? Which were your favorites? Why?
  - ➡ Were you able to guess the emotions your partner was creating with the Emoji Parts? Why or why not? What was easy? What was challenging?
  - ➡ Did you take a little time or a lot of time to choose the face parts for your new expression? Why?
  - ➡ How did changing one face part affect the emotion being expressed? (For example, one set of eyes made the car look angry, but by changing the eyes the car then looked surprised.)
  - ➡ Which part of the face most changed your car's emotion? Why do you think?
  - ➡ When we look at people, how can noticing the way their eyes, mouth, or eyebrows look help you understand how that person may be feeling?
  - ➡ What are some examples of the way faces move to show emotions?
  - ➡ Next, using the guide below, challenge partners to write poems based on their favorite emoji/emotion that they created.



LINE 1: STATE SOMETHING YOUR CAR MIGHT SAY.
LINE 2: NAME THE CAR'S EMOTION.
LINE 3: STATE THE ACTION/EVENT THAT LED TO THE EMOTION.

Example:
"Oh dear!" said the car.
He declared, quite SHOCKED.
He could not find his key and his door
just locked!



Want to spread even more feeling words and celebrate emotions? Visit younger classes where your students can read *Moody Moody Cars* aloud, play the Create Your Own Emoji game, and share their poems.

CASEL COMPETENCIES

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

COMMON CORE STANDARDS:

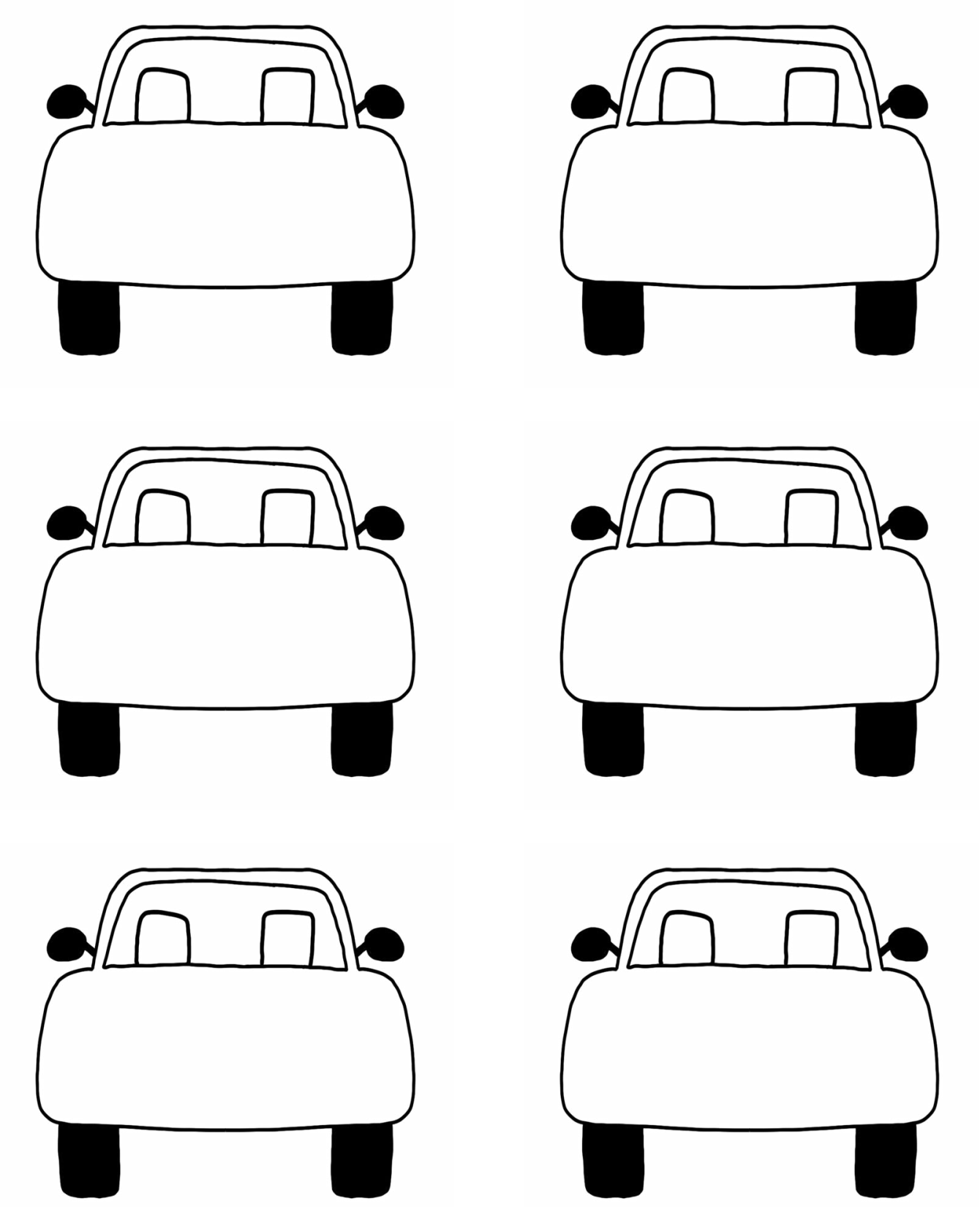
CCSS.ELA-LITERACY.SL (Grades K-3)
Participate in collaborative conversations with diverse partners about grade k-3 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.RL.1.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.CCRA.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

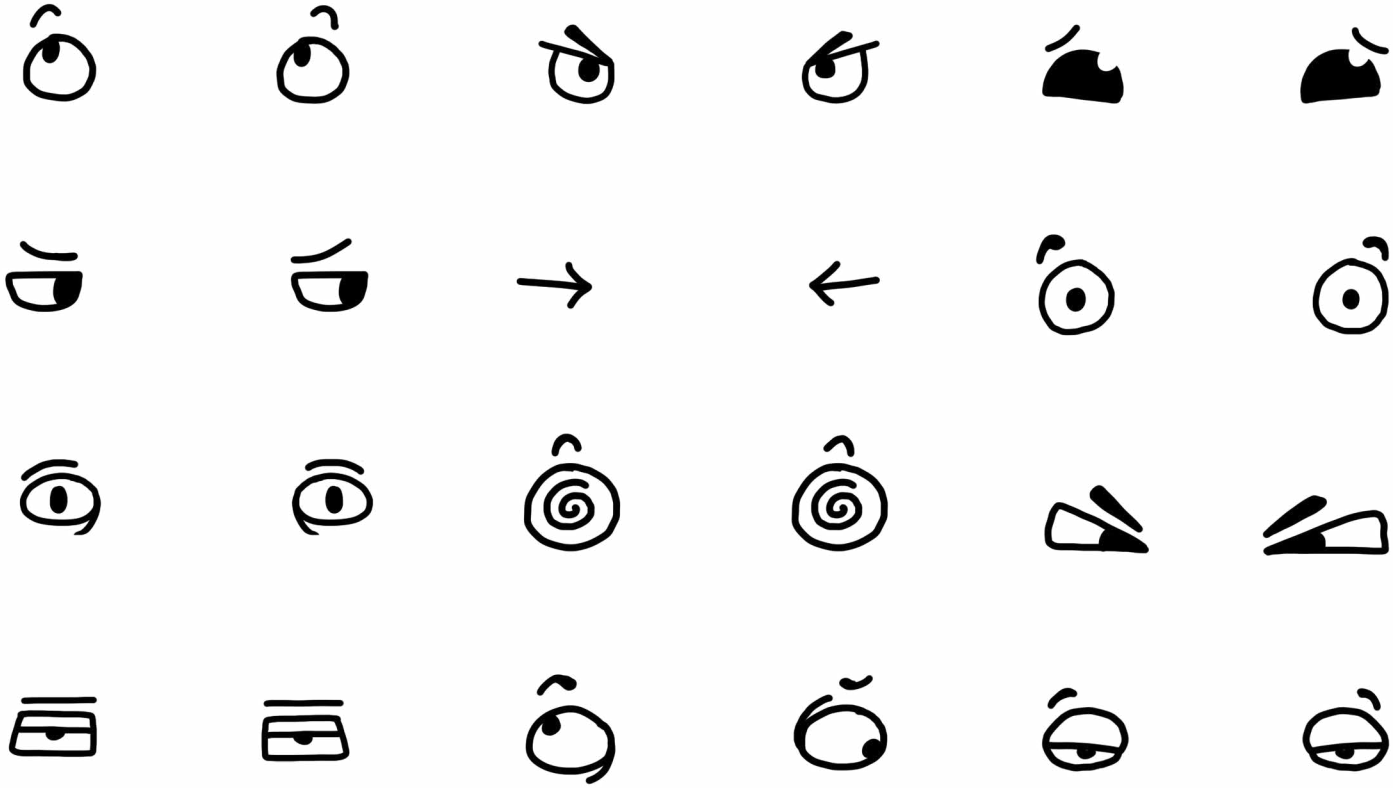
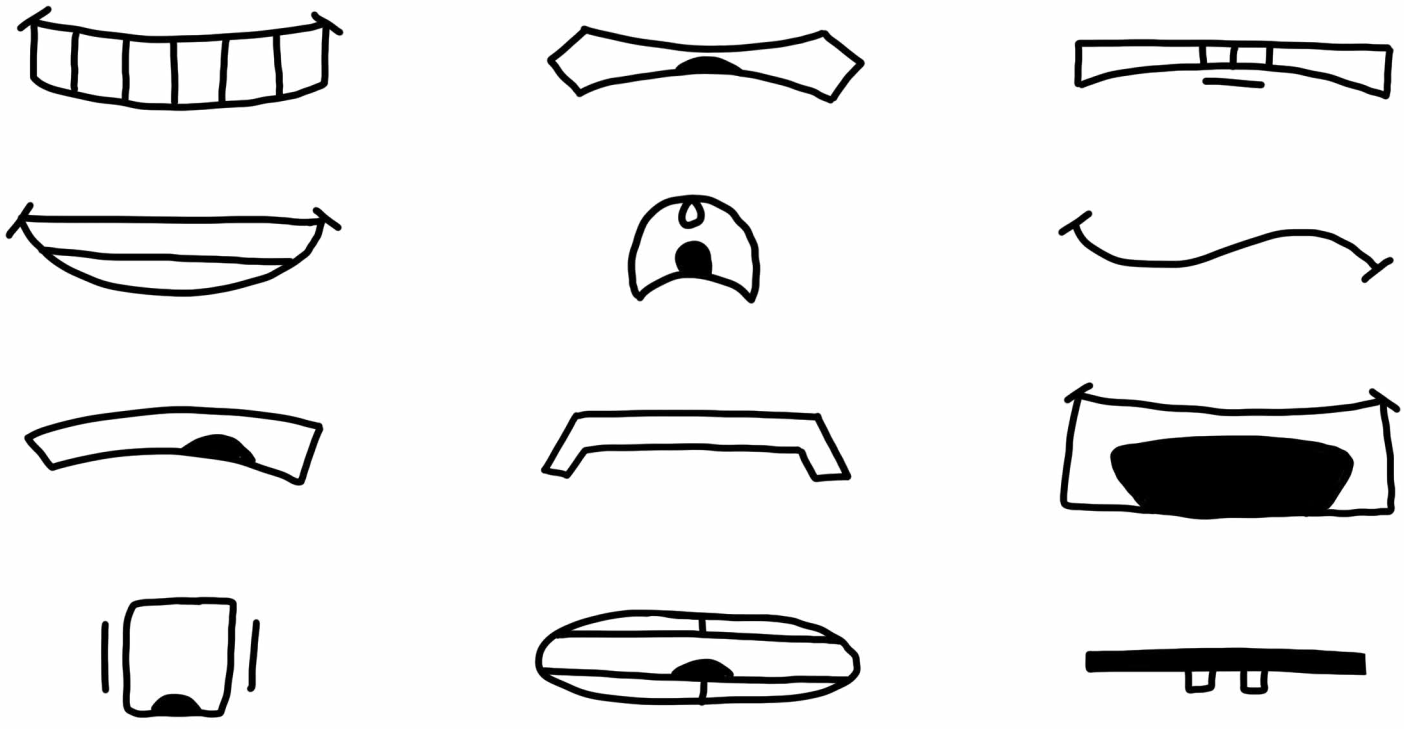
This teaching guide was written by Room 228 Educational Consulting, with public school teacher Cortney Brandwein and school counselor Alba Urena as lead educators. Designed by Maeve Norton. We at Room 228 believe deeply in social-emotional learning, and we love a summer day in a convertible…preferably one with a happy face. To learn more, visit rm228.com.

CAR FACE



EMOJI PARTS

EYE SHAPES



MOUTH SHAPES