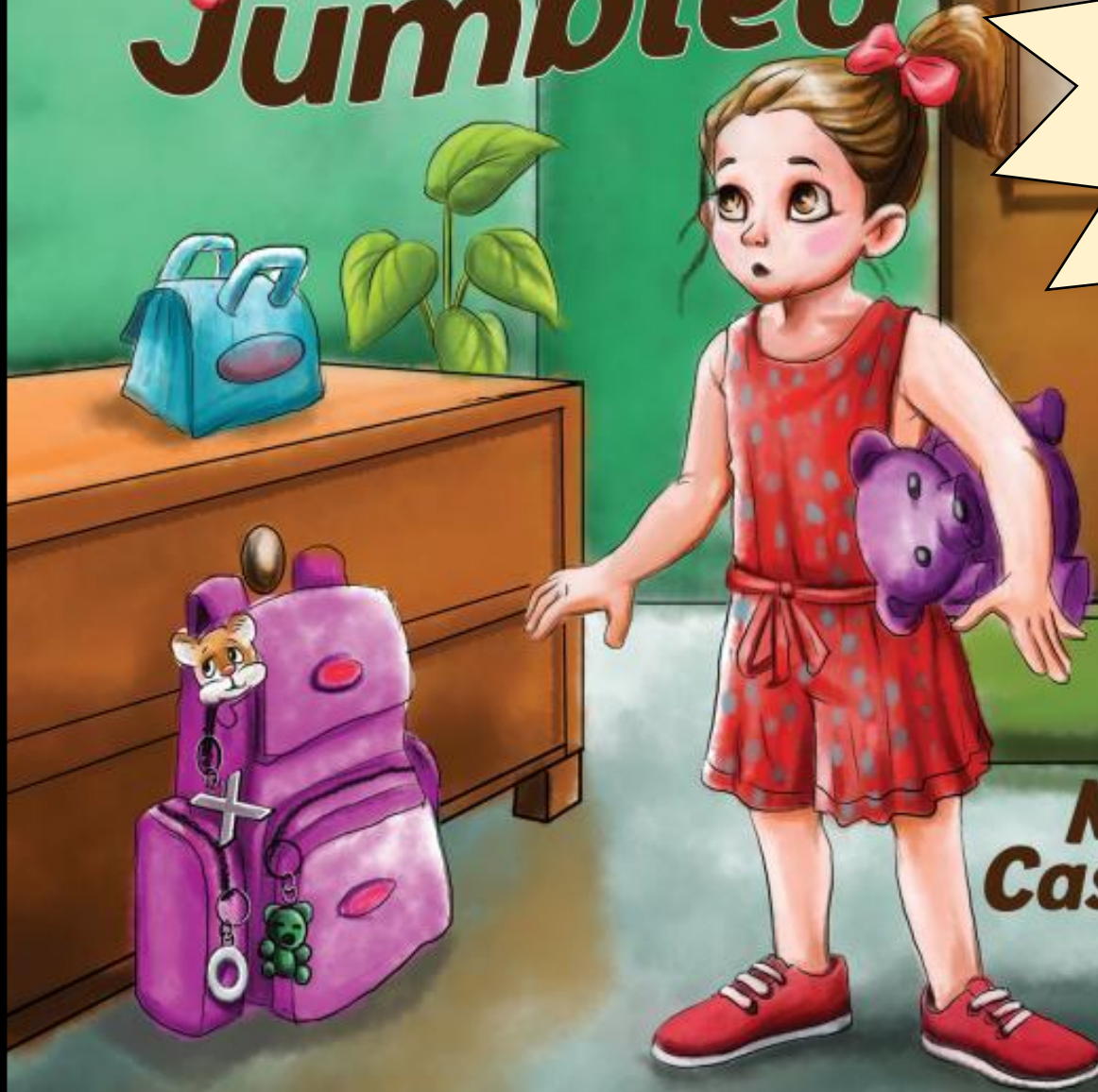


Gigi feels Jumbled

A
Children's
Picture
Book



**Marisa
Castronova**

Ready to Go Lessons...

Social Emotional Learning

About the Author!

MARISA CASTRONOVA

Marisa Castronova, PhD, is proud to introduce her debut children's picture book, "Gigi Feels Jumbled."

With over 15 years of classroom teaching experience, Marisa has worked to help children learn, grow, and become their best selves. She has been featured twice on the Emmy award winning television program, Classroom Close-up, NJ, where her expertise in science education has been highlighted. At the university level, she works to help graduate students persist in their educational pursuits.



For Marisa, writing is a way to share some of life's small, but important moments. Her new book focuses on one of these moments, the first day of school.

In addition to being a fun and catchy read, Marisa hopes that Gigi's story can serve as a social emotional learning tool for children everywhere. Gigi models one way to handle a difficult situation, opening up the door for children to reflect upon and discuss how they might do the same.

To learn more about Gigi's message, follow Marisa on social media.



 @MarisaCastronovaAuthor

  @CASology627

Order a Copy

When first day of school jitters start to creep in, Gigi feels mixed up and all jumbled within. How will Gigi push through her topsy-turvy emotions?



SCAN ME

Scan the QR code using your smartphone to order a copy available from Amazon.



Lesson Title

Name that Feeling

Lesson 1

Goal

Students will identify the different feelings that accompany a brand new situation such as returning to school.

Materials

- Book “Gigi Feels Jumbled”
- *Back to School* worksheet



Book Connection

In the book, Gigi feels many emotions. Her feelings are noticeable through her words, her facial expressions, and even through her stowaway friend, the hidden hamster. In this lesson, students will name the different emotions they believe Gigi is feeling throughout the story. Students will then have the opportunity to reflect on their own “first day of school” feelings.

Lesson Directions

1. Read the book “Gigi Feels Jumbled” aloud to the class.
2. Afterwards, have students identify how Gigi was feeling throughout the story. To do this, open up to different illustrations and ask: *How do you think Gigi is feeling? How do you know?* Point out specific aspects of the illustration which might serve as clues (*i.e. Gigi’s facial expressions, her body language, how the hamster is behaving*).
3. Once students identify Gigi’s emotions, they are ready to reflect on their own. On a large piece of chart paper, create a class list of different emotions that your students are feeling upon returning to school. Record the emotion and allow students to elaborate on why they feel this way.
4. When the class list is complete, use the worksheet to have students draw and write how they are feeling upon returning to school. **NOTE:** Teacher may scribe for students who are not yet writing.



I am feeling...

Name That Feeling

Activity Center

1. Discuss how Gigi was feeling throughout the story. If you have a copy of the book, look at the different pictures for clues.
2. On chart paper, create a list of all the emotions that you and your peers are feeling as you return to school.
3. Last, have each person should take an activity sheet. Write and draw how you are feeling upon returning to school. Your sheet will become a page in our class book titled: *Back to School Feelings.*"



Lesson Title

What's My Strategy?

Lesson 2

Goal

Students generate different strategies to get rid of first day jitters.

Materials

- Book "Gigi Feels Jumbled"
- Chart paper & markers



Book Connection

In the book, Gigi needs a way to calm her first day jitters. With the help of her mom, Gigi tries three different things before finding the way that works best. Gigi's strategy is both unique and personal. After hearing Gigi's way to cope, students will reflect on their own unique way to handle a difficult situation.

Lesson Directions

1. Read the book "Gigi Feels Jumbled" aloud to the class.
2. Afterwards, have students retell ALL the different ways Gigi tried to calm her first day Jitters. During this discussion, emphasize that not everything Gigi tried worked to help her feel better. In fact, Gigi and her mom tried a few different things before figuring out the best one. Help students understand that when handling their emotions they may need to try several different strategies. Or, they may need to try an old strategy in a new way just like Gigi did when she strung together a hug, a kiss, and a snuggle.
3. Next, hang up a piece of chart paper and record each student's name on the paper. Then, ask students to share how they handle first day jitters and/or any other difficult situation. Record responses on the paper until all have shared. You can start by using Gigi's strategy as an example. (i.e. *To calm the jitters Gigi received a hug, a kiss, and a snuggle.*)
4. After the list has been created, reflect as a group. Use the following questions as guidance: *Does everyone handle their feelings in the same way? What is a strategy from the list that you have never tried? When might you try using this strategy?*
5. Keep the class list as a reference point throughout the year offering suggestions from the list when students need a way to handle a difficult feeling.

What's My Strategy?

Activity Center

1. Discuss all the different ways that Gigi tried to calm her first day jitters. If you have a copy of the book, look at the pictures for clues.
2. Choose a colored marker and write your name on the chart paper. Next to your name, write a few sentences describing how you handle first day jitters (or any other difficult situation).
3. Last, read all the different responses that have already been recorded. Discuss the similarities and differences you notice for how different people handle their feelings.



Lesson Title

Bookmarking Strategies

Lesson 3

Goal

Students generate different strategies to handle difficult emotions.

Materials

- Book "Gigi Feels Jumbled"
- Oak tag or heavyweight paper
- Markers / crayons / colored pencils



Book Connection

In the book, Gigi discovers that a hug, a kiss, and a snuggle is just what she "needed the most" to feel better on her first day of school. Just like Gigi, students can also think about what they "need the most" when handling a difficult situation.

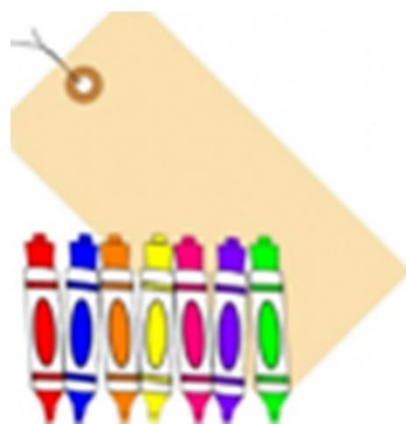
Lesson Directions

1. Read the book "Gigi Feels Jumbled" aloud to the class.
2. Afterwards, have students retell ALL the different ways Gigi tried to calm her first day jitters. During this discussion, make sure to emphasize that not everything Gigi tried worked to help her feel better. In fact, Gigi and her mom needed to try a few different things before figuring out the best one. Help students understand that when handling their emotions they may need to try several different strategies. Or, they may need to try an old strategy in a new way just like Gigi did when she strung together a hug, a kiss, and a snuggle.
3. Next, hand out pieces of oak tag (or other heavyweight paper) precut to your desired bookmark size. Ask students to think of three different things they can try to handle first day jitters or a difficult situation. Have students illustrate these strategies on the front of their bookmark in three separate panels (sections). **NOTE:** Use the last illustration of the book as an example of how to draw in panels (sections).
4. Have students write their name on the backside of the bookmark. If time permits, students can write out their three strategies on the backside.
5. End by letting students share their strategies. *Does everyone handle their feelings in the same way? What is a strategy you heard someone share that you've never tried? When might you try using this idea?*
6. Use student bookmarks as a reference point during the school year when difficult situations arise.

Bookmarking Strategies

Activity Center

1. Discuss how Gigi was feeling throughout the story. If you have a copy of the book, look at the different pictures for clues.
2. Think of three different things you can try to handle first day jitters or any other difficult situation. Illustrate these strategies on the front of your bookmark in three separate panels or sections.
3. Write your name on the backside of the bookmark. If time allows, describe your three strategies on the backside.



Lesson Title

Alliteration of Emotions

Lesson 4

Goal

Students reflect on a “back to school” situation and use alliteration to describe the feeling.

Materials

- Book “Gigi Feels Jumbled”
- Colorful Sentence Strips
- Stickers and other items to decorate
- Markers / crayons / colored pencils



Book Connection

In the book, Gigi feels nervous when thinking about going back to school. Her feelings are cleverly described by the author using the alliteration: *Gigi Feels Jumbled*. In school, children may also feel nervous about some of the upcoming activities, subjects, or social interactions. In this activity, students will create their own unique alliteration to capture the feeling.

Lesson Directions

1. Read the book "Gigi Feels Jumbled" aloud to the class.
2. Afterwards, discuss the story and what is meant by the term alliteration (same sound at the beginning of closely connected words). Emphasize that Gigi's first day emotions are described using the alliteration - ***Gigi Feels Jumbled***.
3. Hand out sentence strips to individual students. Have students create their own alliteration to describe how they might feel when thinking about an upcoming situation in school.
 - **Carla** feels **Curious** when thinking about this year's science lessons.
 - **Paul** feels **Puzzled** when thinking about the math homework he will do.
 - **Ben** feels **Baffled** when thinking about where he is going to sit at lunchtime.
4. Allow students to work together when creating their alliteration. If students struggle with identifying different feelings, create a class list on the board for reference.
5. When finished, have students illustrate/decorate their strip showcasing their "back to school moment."
6. Post the strips around the classroom as a reminder of the different emotions children feel when returning to school. Return to the strips throughout the school year as these different moments arise.

Alliteration of Emotions

Activity Center

1. The author describes Gigi's feelings using a writing technique called alliteration. This means that you can hear the same beginning sound when reading the phrase: *Gigi feels Jumbled.*
2. On a sentence strip, write your own alliteration to describe your feelings when thinking about an upcoming situation in school. Here are some examples:
 - Carla feels Curious when thinking about this year's science lessons.
 - Paul feels Puzzled when thinking about the math homework he will need to do.
 - Ben feels Baffled when thinking about where he is going to sit at lunchtime.
3. Illustrate/decorate your sentence strip to show your "back to school" moment.



Lesson Title

Flipped Feelings

Lesson 5

Goal

Students recognize that people are complex and can feel more than one emotion at one time with emotions quickly changing.

Materials

- Book "Gigi Feels Jumbled"
- *Student Outline* (print double sided)
- Markers / crayons / colored pencils
- Paper / Glue

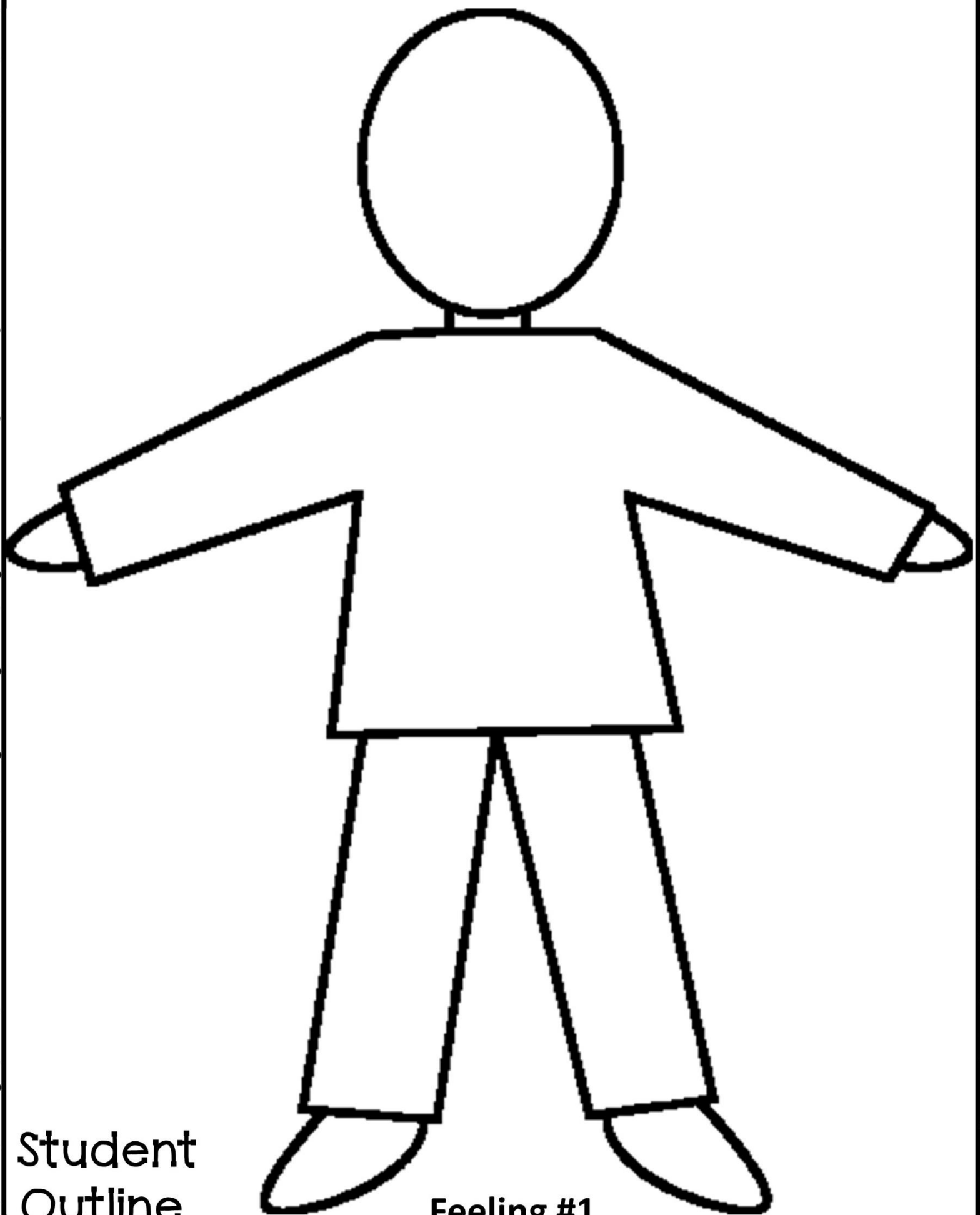


Book Connection

In the book, Gigi starts off feeling excited, but at the same time has some reservations about returning to school. As students age, they start to realize that characters (and people) are complex with multiple layers. In this activity, students will identify multiple feelings they experience when returning to school.

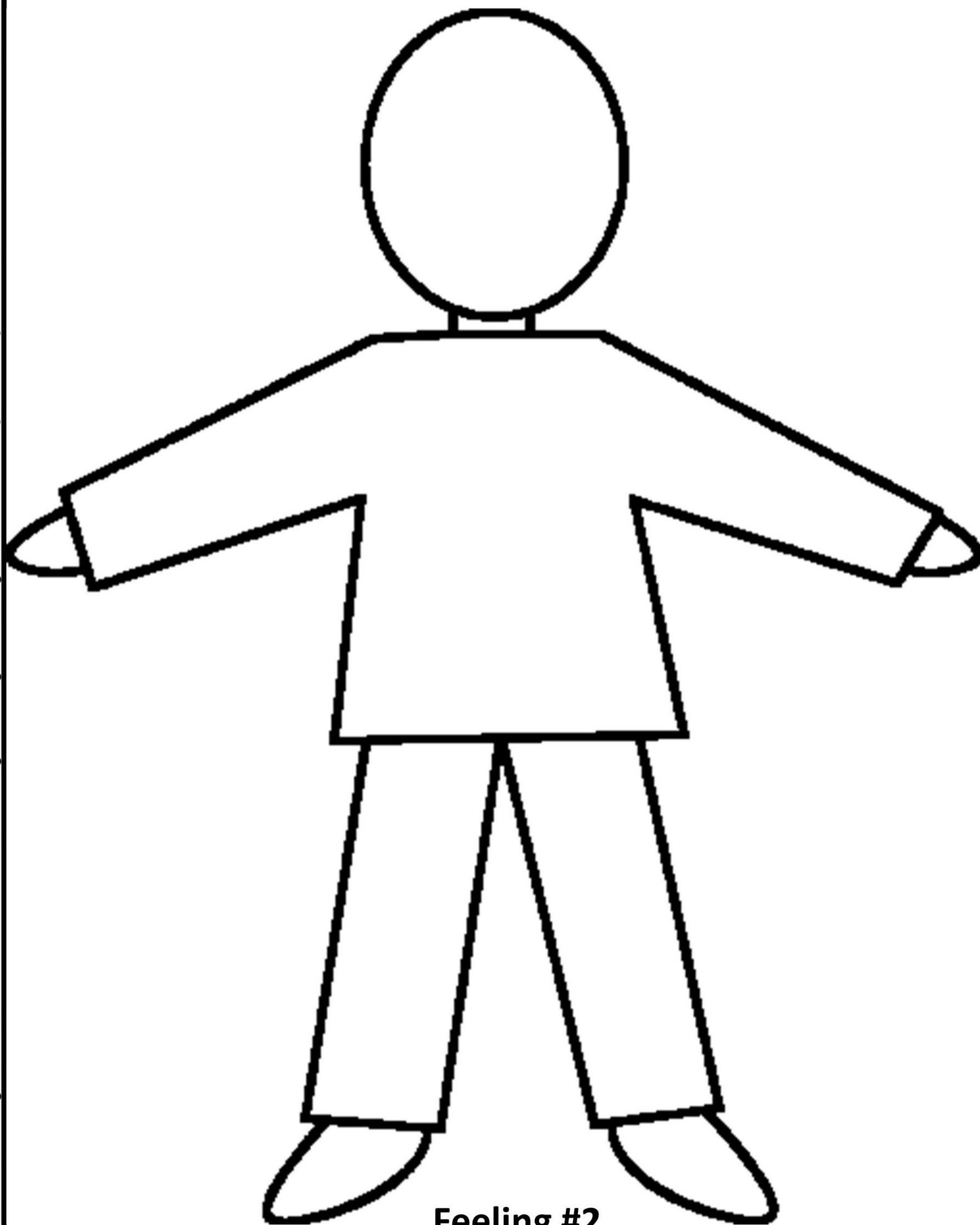
Lesson Directions

1. Read the book "Gigi Feels Jumbled" aloud to the class.
2. Afterwards, create a class chart of all the different feelings Gigi felt throughout the story.
3. Next, have each person think of a specific moment (in school) which causes them to have multiple feelings. Have students clearly illustrate this moment on a blank sheet of paper **OR** on the T-Shirt of the *Student Outline*.
4. Once the school moment has been illustrated, have students animate their student outline. Each side of the outline should be illustrated differently to show two emotions experienced at the same time, or how one emotion can quickly change into another.
5. Last, have students write the name of each emotion on the appropriate side of the T-shirt or pant leg.
6. Direct students to carefully cut out their outline. If students drew their school moment on a separate piece of paper, affix the outline so that both sides can be viewed by flipping. If the moment was illustrated on the T-shirt instead, punch a hole in the outline and tie a string. Create a display of the student outlines by hanging them from a bulletin board, window, clothesline, desk, etc. Refer to the display throughout the year flipping the outlines to best represent how the class is feeling in a given situation.



Student
Outline

Feeling #1



Feeling #2

Flipped Feelings

Activity Center

1. Think of a specific moment (in school) which causes you to have multiple feelings. Clearly illustrate this moment on a blank piece of paper OR on the T-Shirt of the *Student Outline*.
2. Now, illustrate each side of your outline differently by showing two feelings felt at the same time, or how one emotion can quickly change into another.
3. Last, write the name of each emotion on the appropriate side of the T-shirt or pant leg.
4. Carefully cut out your outline. If you drew your school moment on paper, glue (or tape) the outline so that you can flip it and see both sides. If you drew your moment on the T-shirt instead, punch a hole in the outline and tie a string. Your teacher will hang your outline in the classroom.



Lesson Title

Symbolic Reminders

Lesson 6

Goal

Have students develop a symbol to represent a feeling and/or coping strategy for a given situation.

Materials

- Book "Gigi Feels Jumbled"
- Book rings, pipe cleaners, or string
- Markers / crayons / colored pencils
- Materials to make symbol (paper, clay)



Book Connection

In the book, the author uses several symbols. The hamster mirrors Gigi's emotions and is used as a symbol to let the reader know how Gigi is feeling at a particular moment. The key chains on Gigi's backpack represent the hug, the kiss, and the snuggle needed to calm her nerves. Students will create their own symbol(s) to represent their feelings and/or coping strategies.

Lesson Directions

1. Read the book "Gigi Feels Jumbled" aloud to the class.
2. Afterwards, hold a class discussion about symbols. *What is a symbol and why do we use them? What symbols are evident in our everyday lives? What message do certain symbols convey? How does the book we just read use symbols to convey a message?*
3. Direct small groups of students to take turns discussing the difficult feelings they have felt on the first day of school (or elsewhere) and how they went about handling these feelings.
4. Now, have each student brainstorm a symbol that might serve as a reminder of the feeling they felt and/or of the coping strategy they used to handle the feeling.
5. Allow students to use the paper, clay, and other materials you have laid out to create their symbol(s).
6. When finished, students can attach symbol(s) to their book bag, lunchbox, or desk using a book ring, string, or pipe cleaner. Refer to the symbol(s) as needed to help students handle difficult feelings.

Symbolic Reminders

Activity Center

1. In the book, the author uses symbols to represent different ideas. For example, the hamster is used as a symbol to represent Gigi's feelings at a particular moment. And the key chains on Gig's back pack are used to represent Gigi's coping strategy (hugs-kisses-snuggles).
2. Brainstorm your own symbol. Your symbol can represent a **back-to-school feeling** or a coping **strategy** that you might use to handle the difficult feeling.
3. Use paper, clay, and other materials to create your symbol(s).
4. When finished, attach these symbol(s) to your backpack, lunchbox, or desk using either a book ring, string, or pipe cleaner.



Contact Me

Tell me how you've used the book and/or lessons in your classroom! Email your ideas, pictures and stories to:

casologyconsulting@gmail.com

Or... Spread Gigi's message on social media. Don't forget to tag me in your post when you do!



@MarisaCastronovaAuthor



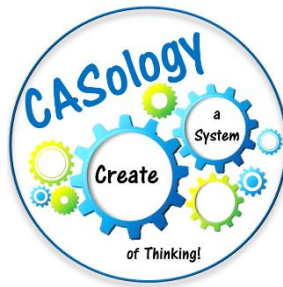
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