5K activity index

Use the topic that fits your lesson, revisit it later, and notice growth. These are original Hornet Toolbox activities inspired by the formats in the worksheets you provided.

01 Tune in with Homer and Flora
LEARN

02 Focus and find
LEARN

03 Hear it, then do it
LEARN

04 Self-talk keeps the directions
LEARN

05 Speak up and get help
CONNECT

06 What might they feel?
FEEL

07 Comfortable, uncomfortable, or both
FEEL

08 Notice an angry feeling
FEEL

09 Two feelings can fit
FEEL

10 Accident, deliberate, or unsure?
SOLVE

11 Words that show care
CONNECT

12 Feelings in my body
FEEL

13 Name it with words
FEEL

14 A slow breath can help
FEEL

15 Tools for waiting
FEEL

16 Angry feelings, safer actions
FEEL

17 When the answer is not yet
FEEL

18 A face is only one clue
SOLVE

19 Choose a solution that fits
SOLVE

20 Make a real invitation
CONNECT

21 Ways to play fairly
CONNECT

22 Two ideas, one plan
SOLVE

23 When something is taken
SOLVE

24 Respond to hurtful words
CONNECT

Grade bridge: 4K points, acts, or chooses from two pictures. 5K matches, colors, and rehearses. 1st explains a choice. 2nd compares choices and checks a plan. Writing and neat coloring are not required.

Listening language: eyes are watching, ears are listening, voices quiet, body calm. Tune in to the teacher’s words and use self-talk: “Pencil, workbook, page 10.” Support accessible participation.

1st-grade activity index

Use the topic that fits your lesson, revisit it later, and notice growth. These are original Hornet Toolbox activities inspired by the formats in the worksheets you provided.

01 My attention flip book
LEARN

02 Get my focus back
LEARN

03 Practice changes what I can do
LEARN

04 Helpful self-talk
LEARN

05 Follow a drawing plan
LEARN

06 Clues, not guesses
FEEL

07 When worry shows up
FEEL

08 Count with Homer
FEEL

09 Trace an easy breath
FEEL

10 Color by code: calming tools
FEEL

11 My kindness shield
CONNECT

12 Questions that show care
CONNECT

13 Offer kindness that fits
CONNECT

14 Kind question fortune teller
CONNECT

15 Find caring words
CONNECT

16 Say the problem with facts
SOLVE

17 Sorry and a helpful repair
SOLVE

18 Ask for what I need
CONNECT

19 What could happen next?
SOLVE

20 Find problem-solving words
SOLVE

21 Color and refocus
LEARN

22 Feelings I can notice
FEEL

23 Color by code: feelings
FEEL

24 Kindness is a tool
CONNECT

25 Care looks like listening
CONNECT

26 Help with permission
CONNECT

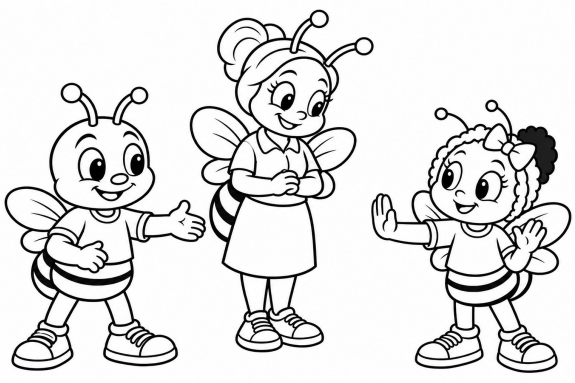
Grade bridge: 4K points, acts, or chooses from two pictures. 5K matches, colors, and rehearses. 1st explains a choice. 2nd compares choices and checks a plan. Writing and neat coloring are not required.

Listening language: eyes are watching, ears are listening, voices quiet, body calm. Tune in to the teacher’s words and use self-talk: “Pencil, workbook, page 10.” Support accessible participation.

Tune in with Homer and Flora

Name: _____

Match or paste a word. Color the friends. Say each listening cue.



Eyes are

Ears are

Voices

Body

quiet	calm	watching	listening

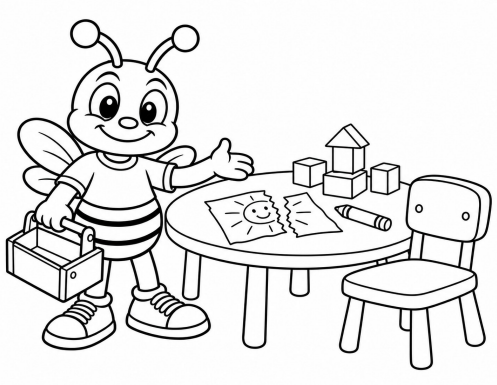
Eyes are watching, ears are listening, voices quiet, body calm. Tune in to the teacher's words.

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Focus and find

Name: _____

Listen for each school picture. Find it, point, and color it.



TOOLBOX	CHAIR
BLOCKS	CRAYON

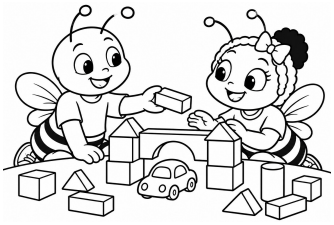
After finding: say “Back to the teacher.” Ask to hear a missed direction again.

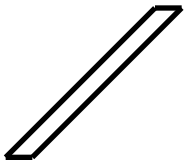
4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Hear it, then do it

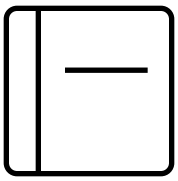
Name: _____

Listen to one direction at a time. Repeat its important words. Then mark the picture.

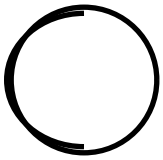




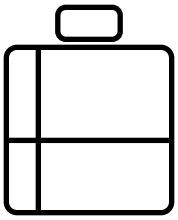
PENCIL



BOOK



BALL



TOOLBOX

1. Circle the pencil.

2. Put a star above the book.

3. Color the ball.

4. Put a dot below the toolbox.

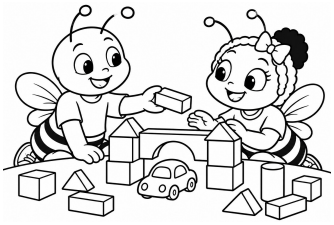
Self-talk: say the important words, do the step, then check.

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Self-talk keeps the directions

Name: _____

Repeat the key words. Cut or point to the cards. Put them where the teacher says.

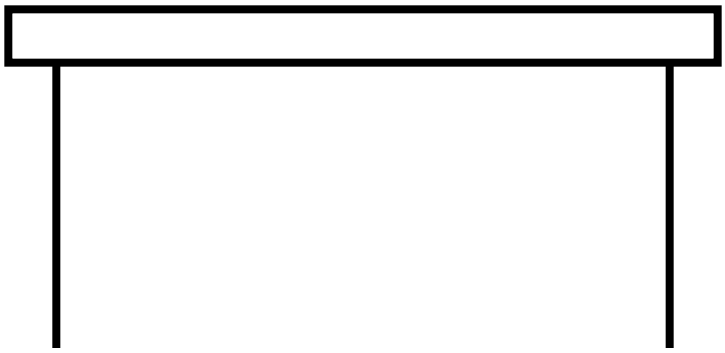


1. Pencil ON the table.

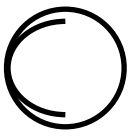
2. Book UNDER the table.

3. Ball BESIDE the table.

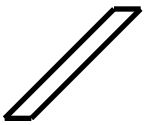
TABLE



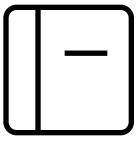
BALL



PENCIL



BOOK

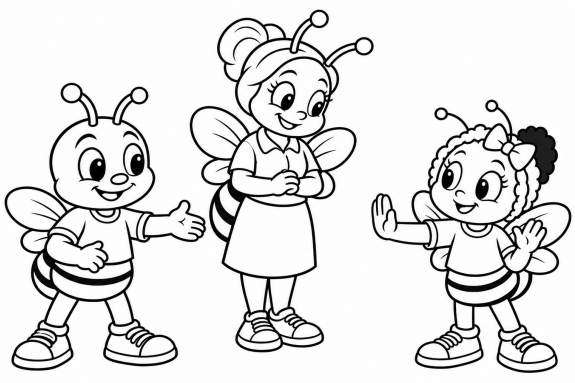


4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Speak up and get help

Name: _____

Match a support to each cue. Color the friends. Practice asking without touching.



Words

Voice or device

Body

Helper

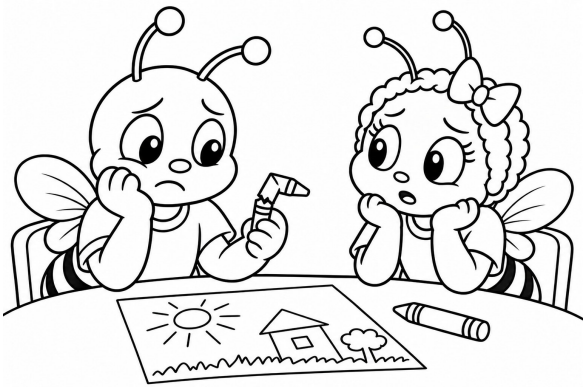
Comfortable position	Listening adult	I need help.	Clear message

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

What might they feel?

Name: _____

Choose a feeling that could fit. Draw a matching face. People may feel different things.



Possible words: happy, sad, worried, angry, surprised

Homer loses his game.

Flora finds her drawing.

Homer hears a loud crash.

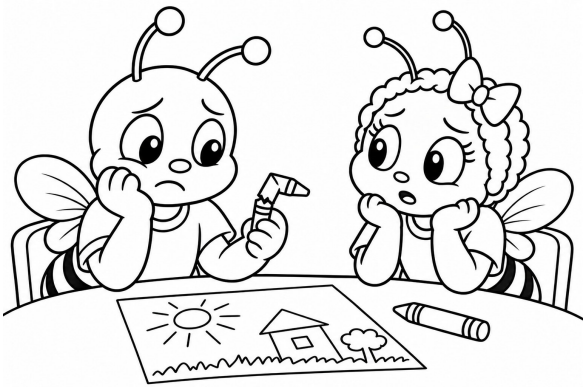
Flora cannot find her toy.

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Comfortable, uncomfortable, or both

Name: _____

Cut or point to a card. Put it where it fits for the character. There can be more than one answer.



COMFORTABLE	UNCOMFORTABLE	BOTH

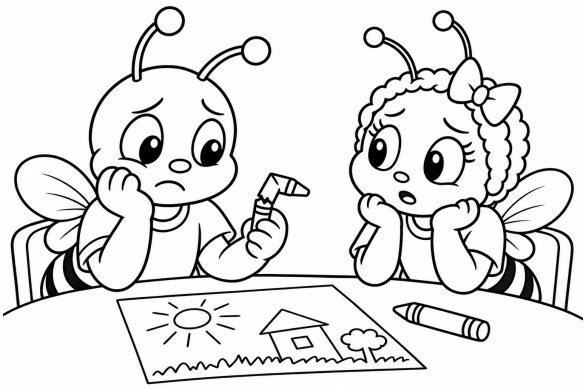
A new game	A loud room
Extra recess	A new partner

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Notice an angry feeling

Name: _____

Circle a situation that might make Homer feel angry. Draw what his face or body might show.



His turn ends.

His tower falls.

He loses a game.

The art table is full.

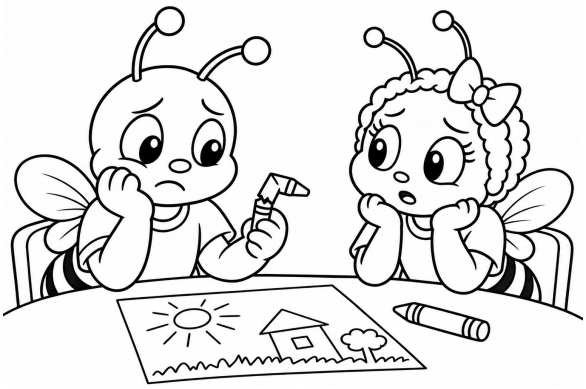
Draw your next step, or tell a grown-up:

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Two feelings can fit

Name: _____

Draw or tell TWO feelings each character might have. Both feelings can be real.



Flora has a new teacher.

I might feel ___ and ___.

Homer has indoor recess.

I might feel ___ and ___.

Flora loses a game.

I might feel ___ and ___.

Homer has a shorter school day.

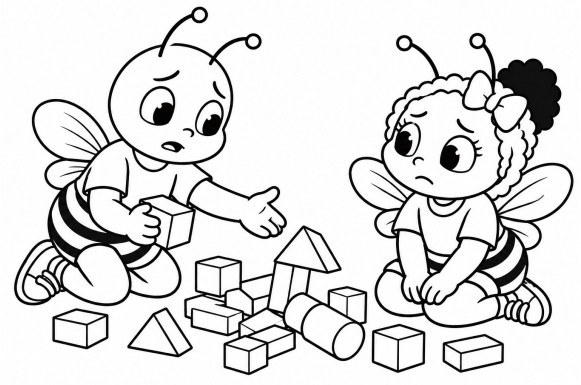
I might feel ___ and ___.

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Accident, deliberate, or unsure?

Name: _____

Sort the cards using what the story tells you. If the story does not tell you, choose unsure.



ACCIDENT	DELIBERATE	UNSURE

Use each card’s story: accident, deliberate, or unsure. Say your label as you place it.

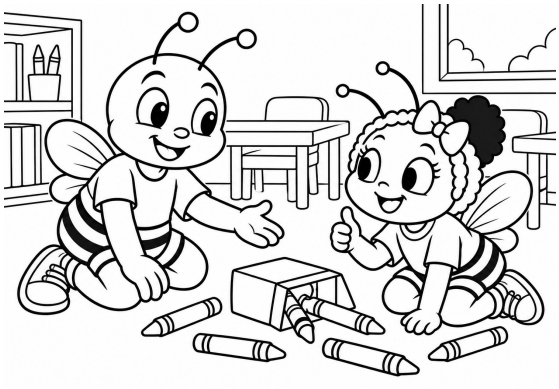
Homer trips and drops blocks.	Flora says she hid the marker to keep it.
A ball hits a drawing	Homer chooses to knock a tower down.

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Words that show care

Name: _____

Match or paste a caring question. Ask before helping. Respect the answer.



Flora drops her crayons.

Homer sits alone.

Flora looks upset.

Homer cannot find his book.

Do you want to tell me?

Can I help you look?

Would you like help?

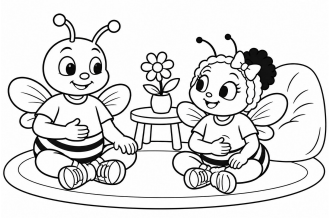
Would you like company?

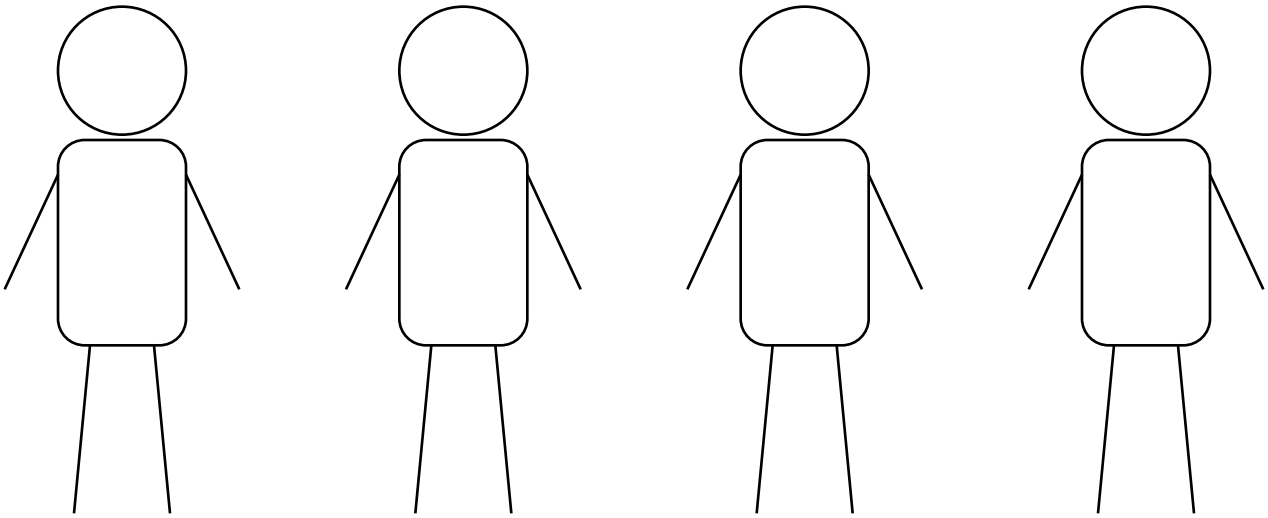
4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Feelings in my body

Name: _____

Choose a color for each feeling. Color a body area where it MIGHT show up. You may use Homer instead of yourself.





Happy **Sad** **Worried** **Angry**

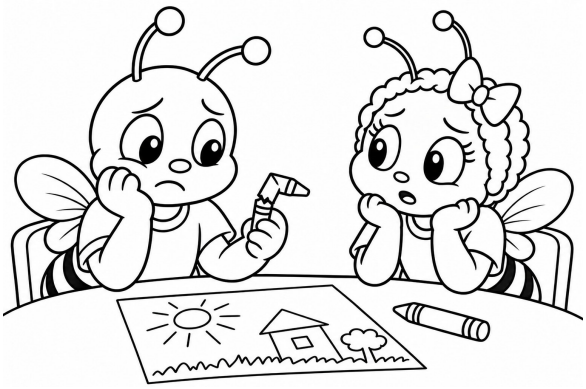
Body clues differ for each person. You can notice a feeling even without a body clue.

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Name it with words

Name: _____

Match, draw, or say a possible feeling. Then try: “I feel __.” Ask the character instead of assuming.



Possible words: happy, sad, worried, angry, surprised

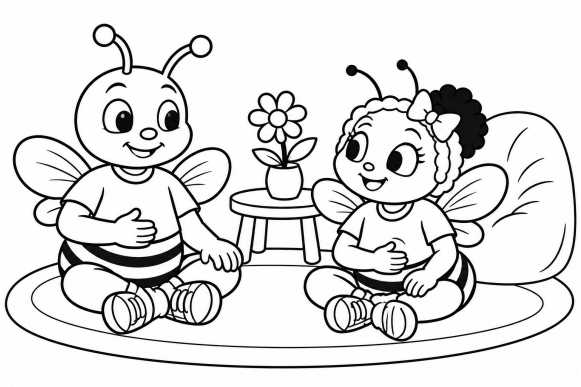
Homer misses a turn.	◯
Flora cannot open a lid.	◯
Homer is left out.	◯
Flora learns a new game.	◯

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

A slow breath can help

Name: _____

For each situation, circle whether a breath might help, help from an adult is needed, or both. Try one easy breath.



A toy breaks.

Breath Adult help Both

The room is too loud.

Breath Adult help Both

Homer misses snack.

Breath Adult help Both

Someone keeps pushing Flora.

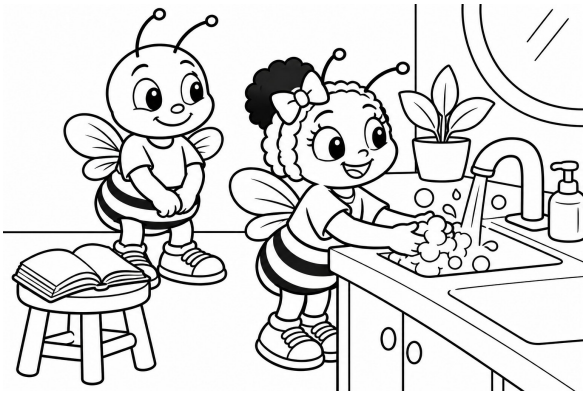
Breath Adult help Both

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Tools for waiting

Name: _____

Circle activities that could fit while Homer waits by the sink. Draw another quiet choice.



Look for blue things	Count slowly
Shout at Flora	Look at a book

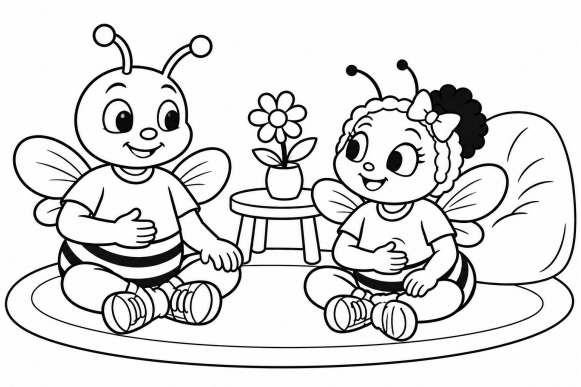
Draw your next step, or tell a grown-up:

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Angry feelings, safer actions

Name: _____

Sort the action cards. All feelings are allowed. Choose actions that keep people safe.



SAFE ACTION	HURTFUL ACTION

Throw blocks at someone

Ask for space

Take an easy breath

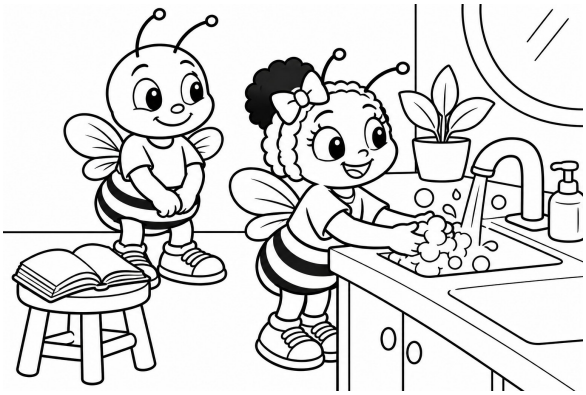
Hit a friend

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

When the answer is not yet

Name: _____

Circle a helpful option for each disappointment. It is okay to still feel upset.



Homer cannot have a second turn.

Ask when the next turn is.	Grab the game.

Flora loses the race.

Say “Good race.”	Insult the winner.

Homer waits in line.

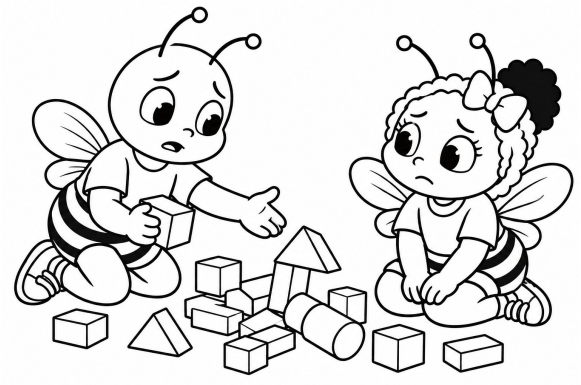
Count slowly.	Push ahead.

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

A face is only one clue

Name: _____

Mark ACCIDENT or UNSURE. A face does not prove intent. Tell what happened and ask for help if needed.



Homer looks surprised after bumping Flora.

ACCIDENT UNSURE

Flora says she tripped and bumped Homer.

ACCIDENT UNSURE

Homer smiles after a ball hits Flora.

ACCIDENT UNSURE

Flora looks upset after stepping on blocks.

ACCIDENT UNSURE

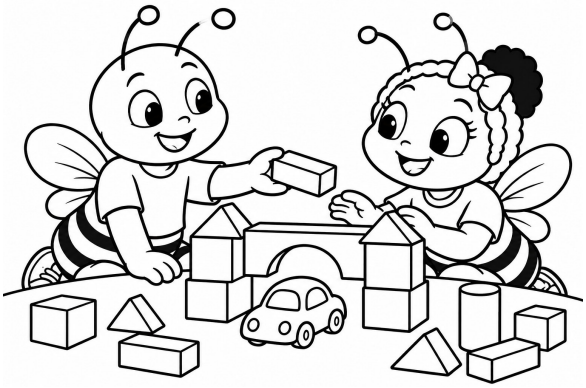
The adult checks safety and helps; children do not have to investigate intent.

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Choose a solution that fits

Name: _____

Circle a helpful plan. More than one plan may fit. Explain or show your choice.



Homer wants the book Flora has.

Ask for a turn.	Take it.

Flora wants a different game.

Suggest taking turns choosing.	Shout.

Homer waits for the slide.

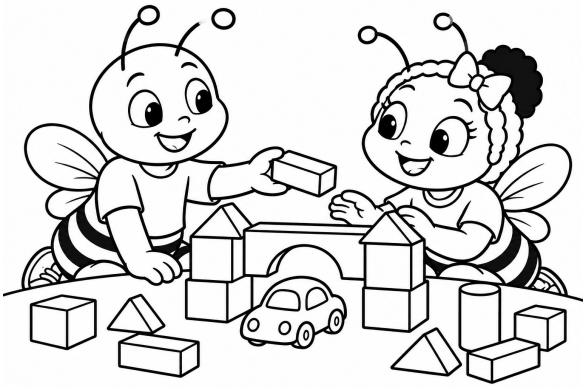
Wait or choose another activity.	Push ahead.

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Make a real invitation

Name: _____

Circle words that invite. Draw Homer leaving room for Flora to join. She may say no.



Would you like to play?	Do you want a turn?
You cannot sit here.	We have room for you.

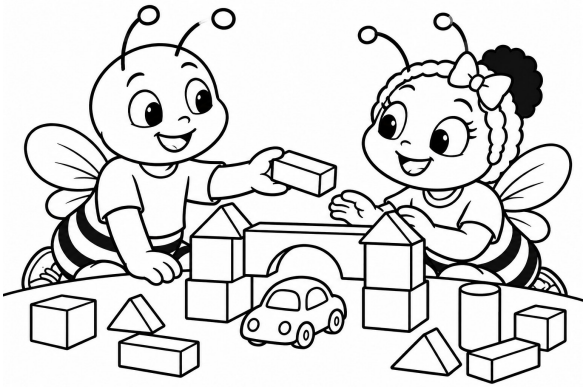
Draw your next step, or tell a grown-up:

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Ways to play fairly

Name: _____

Match a plan to a school situation. Practice asking the other person whether it works.



One ball

Two different books

A shared drawing

A board game

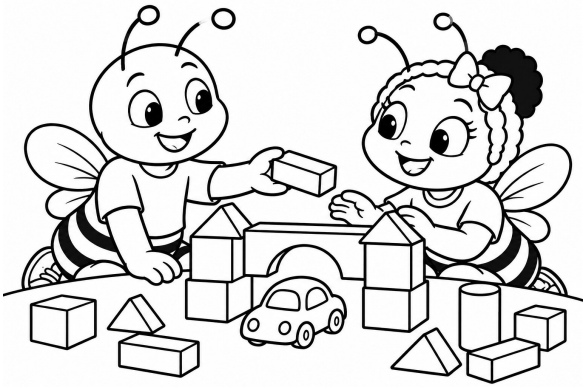
Share the crayons	Follow agreed turn order	Take turns	Offer a trade

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Two ideas, one plan

Name: _____

Draw a plan each pair could try. Hear both ideas, try a change, and check if it works.



Homer wants cars, Flora wants blocks.

Flora wants a puzzle, Homer wants music.

Homer wants tag, Flora wants a ball game.

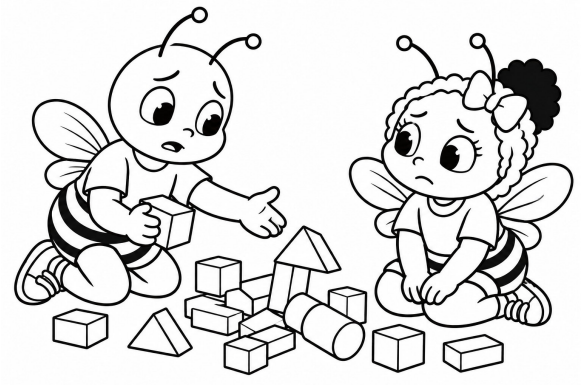
Both want to use the same marker.

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

When something is taken

Name: _____

Cut, point, or order the tool cards. Draw a safe next step. Getting adult help can happen at any time.



1.	2.	3.

Notice my feeling	Use clear words	Get help or try a safe plan

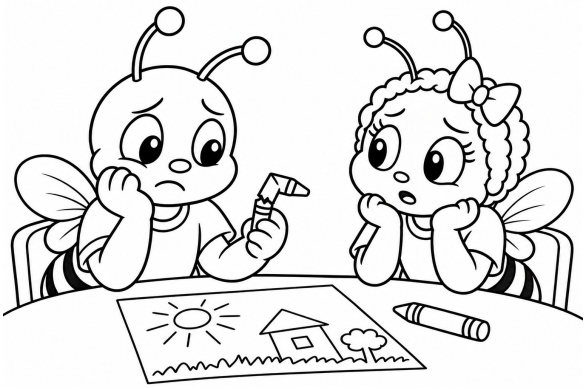
My safe next step:

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

Respond to hurtful words

Name: _____

Tell or draw a response. You can move to a helper without answering the person.



Someone mocks Homer’s drawing.

Someone laughs at Flora’s name.

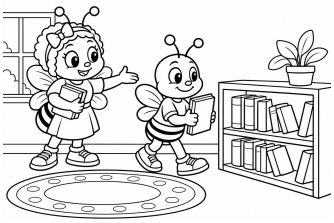
Someone says Homer cannot join.

4K: offer two choices, read aloud, accept pointing or movement, and help with cutting.
Coloring is optional. An adult may record words. Practice with fictional characters.

My attention flip book

Name: _____

Fold on the center line. Cut the top half into two flaps. Under each flap draw a way to tune in.



AT SCHOOL	OUTSIDE

FOLD on the horizontal dashed line.

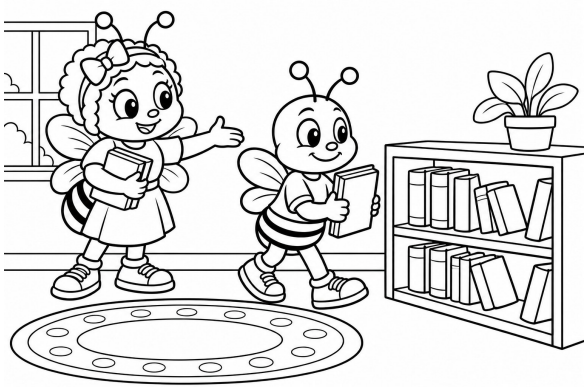
Cut only the top half along the vertical dashed line. Draw under the flaps.

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Get my focus back

Name: _____

Color a tool you could try. Explain why it fits this distraction.



Homer hears a game outside.

“Back to the teacher.”	Put the toy away.
“Please say it again.”	Ask for a quieter spot.

Flora keeps looking at a toy on her desk.

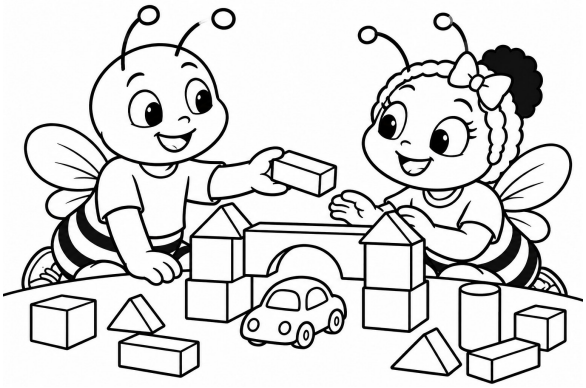
“Back to the teacher.”	Put the toy away.
“Please say it again.”	Ask for a quieter spot.

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Practice changes what I can do

Name: _____

Draw a skill Homer or Flora learned with practice. Add one small next step or a request for help.



Skill I practiced:

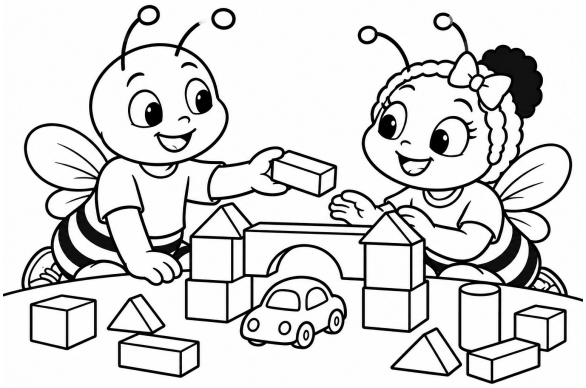
My next small step:

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Helpful self-talk

Name: _____

Homer’s block bridge falls twice. Color a helpful thought. Write or tell another thought he could try.



Try one smaller step.	I can ask for help.
A mistake gives me a clue.	Try a different block.

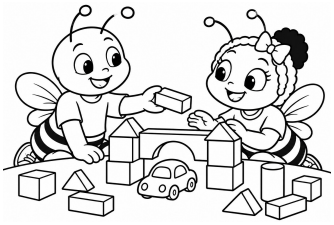
Draw your next step, or tell a grown-up:

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Follow a drawing plan

Name: _____

Listen, repeat, and draw. If you lose your place, ask for the step again. Then check your drawing.



1. Draw an oval bee body.
2. Add a circle head.
3. Add two antennae.
4. Add two wings.
5. Add three stripes.
6. Add a friendly face.

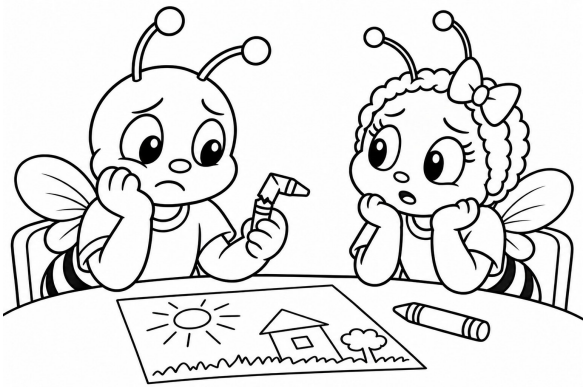
My bee drawing:

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Clues, not guesses

Name: _____

Use the words to finish the sentences. A clue helps us ask; it does not tell us for sure.



WORD BANK: different · ask · sure · clues

A face or body can give us _____.

I cannot know a feeling for _____.

I can _____ instead of deciding.

Two people may feel _____.

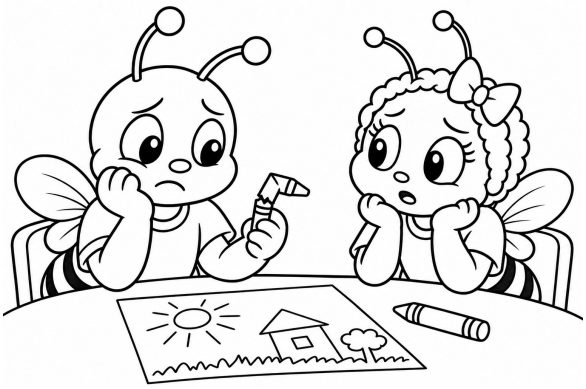
Show or tell how Homer or Flora could use this skill.

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

When worry shows up

Name: _____

Flora worries about trying a new game. Draw the worry in a thought bubble. Add a helping grown-up and one useful step.



Flora’s worry:

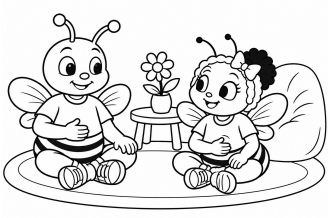
A helper and a next step:

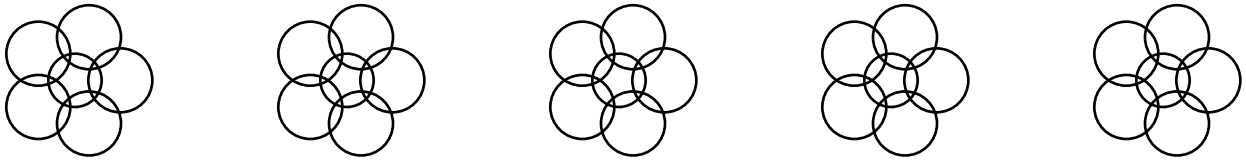
2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Count with Homer

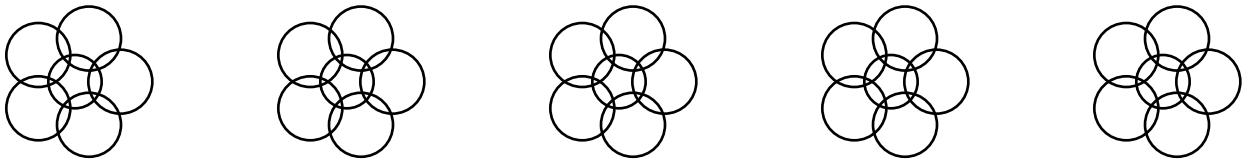
Name: _____

Color one flower at a time while counting slowly. Try counting forward or back. Notice if it helps; choose another tool if needed.





1 **2** **3** **4** **5**



6 **7** **8** **9** **10**

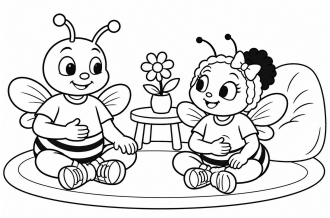
My next tool could be:

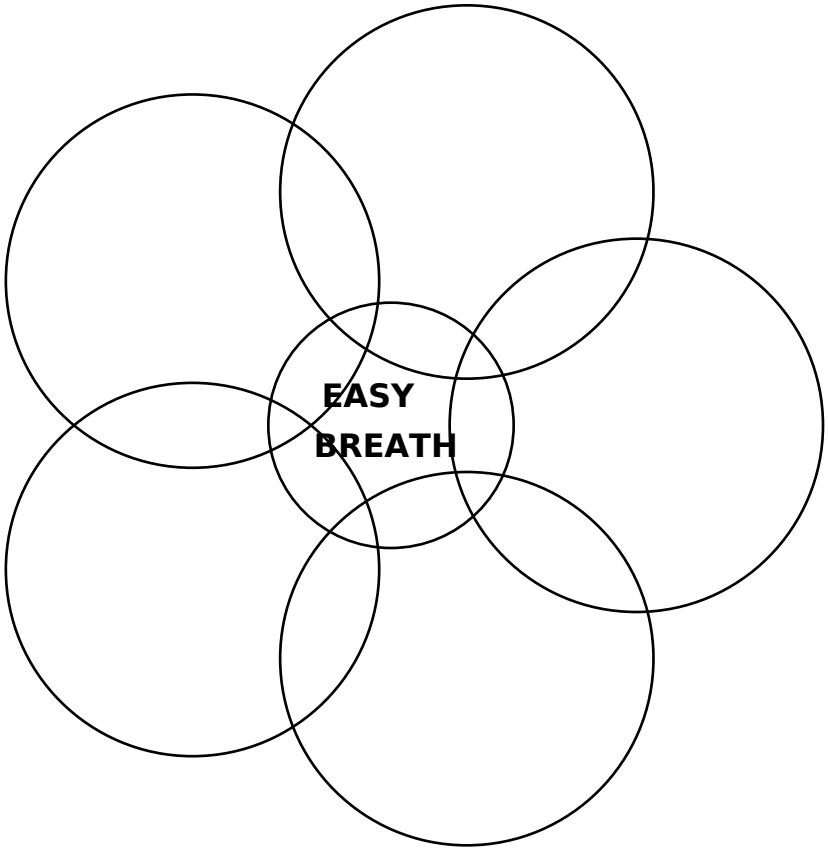
2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Trace an easy breath

Name: _____

Trace up the petal as you breathe in comfortably. Trace down as you breathe out. Try a few slow turns; no breath hold needed.





Trace one petal: up = IN, down = OUT.

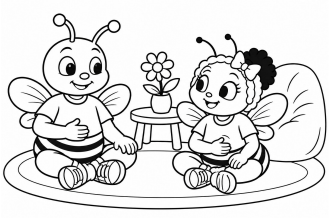
Breathing is one option. Ask for help, pause, or choose another tool.

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Color by code: calming tools

Name: _____

Choose a color for each tool. Color each numbered Toolbox cell using your key. Circle a tool you want to try.



1 Slow counting

2 Helpful self-talk

3 Easy breathing

4 Ask for help

5 Take a break

6 Use a helpful object

4	**5**	**6**	**1**	**2**	**3**
1	**2**	**3**	**4**	**5**	**6**
4	**5**	**6**	**1**	**2**	**3**
1	**2**	**3**	**4**	**5**	**6**

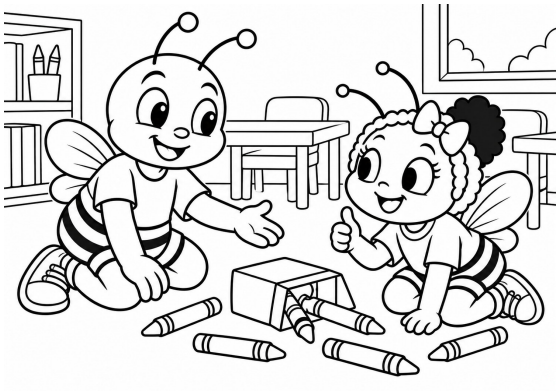
My color key: add a color beside each tool or feeling above.

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

My kindness shield

Name: _____

Decorate a shield with a kind act Homer or Flora could offer. Kindness includes asking and respecting no.



MY KIND ACT

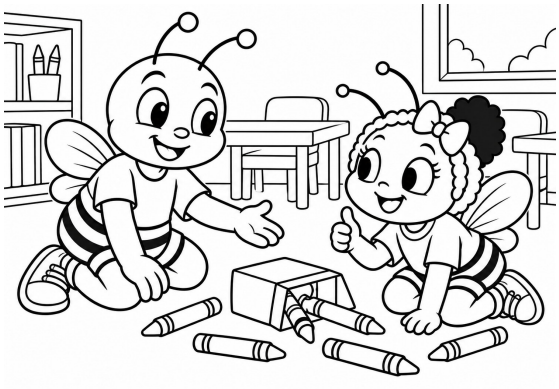
A kind act I can offer: _____

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Questions that show care

Name: _____

Use the word bank to finish the questions. Then role-play asking and listening to the answer.



WORD BANK: help · okay · sit · company

Would you like _____?

Would you like me to _____ here?

Are you _____?

I can ask before I _____.

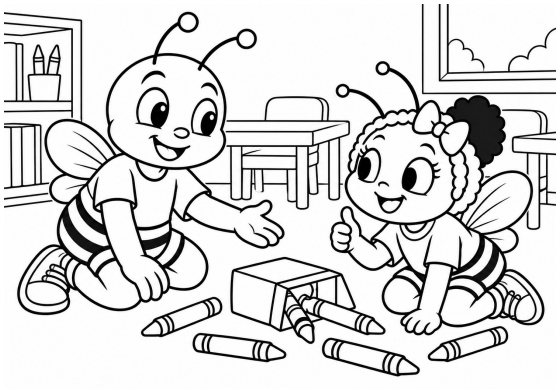
Show or tell how Homer or Flora could use this skill.

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Offer kindness that fits

Name: _____

Circle a caring offer for each situation. The other person may accept or decline.



Flora spills crayons.

Would you like help picking up?	Why are you so messy?

Homer needs a partner.

Would you read with me?	Hurry up.

Flora looks for a seat.

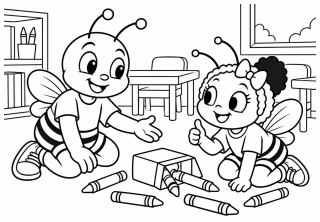
Would you like this seat?	Go away.

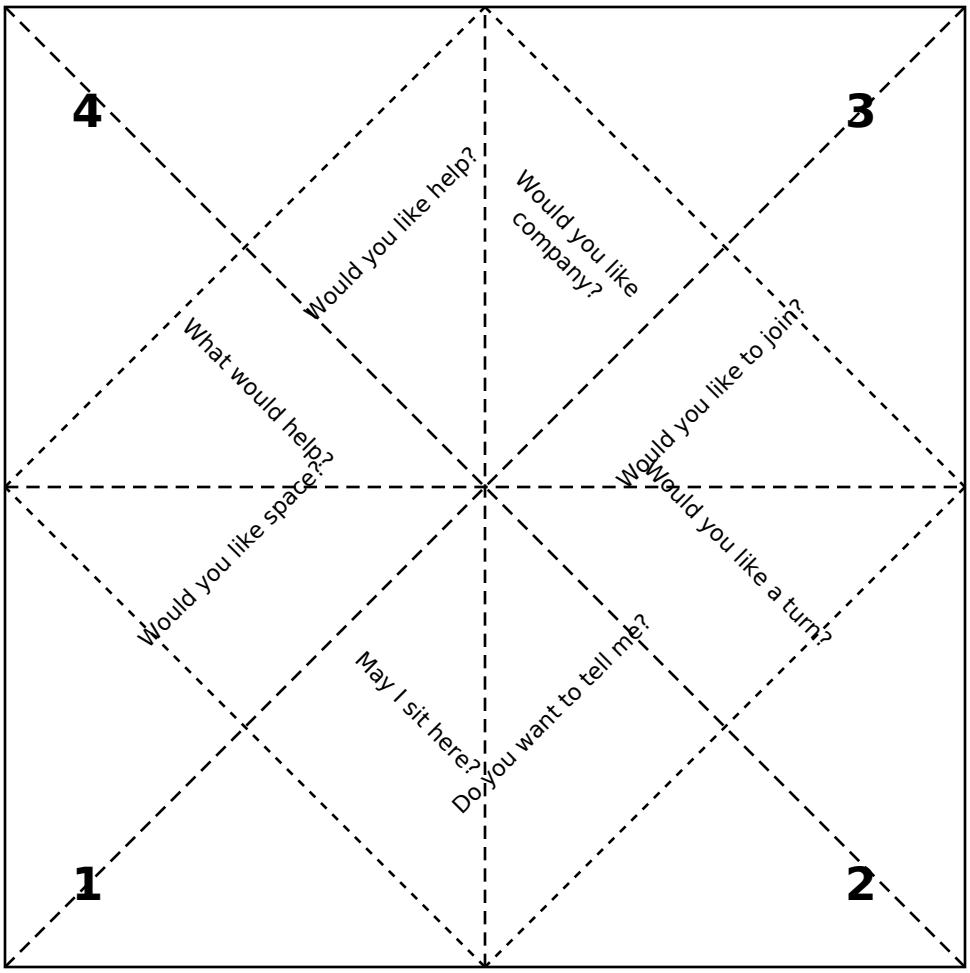
2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Kind question fortune teller

Name: _____

Color, cut out the square, and fold with a grown-up. Use it to practice a caring question, then listen to the answer.





Fold corners to center. Turn over; fold corners to center again. Fold in half.

Pick a number; open and close that many times. Pick a flap; read a question.

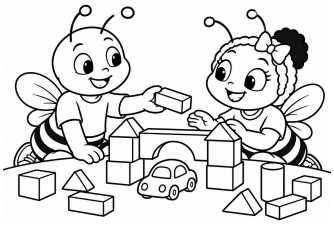
2nd: explain the clue, compare two options, and check whether the plan worked.

Coloring is optional. An adult may record words. Practice with fictional characters.

Find caring words

Name: _____

Find and circle the words. Choose one and tell how Homer or Flora could use it.



V	**O**	**U**	**K**	**S**	**C**	**T**	**H**	**L**	**B**	**Q**	**A**
E	**T**	**S**	**L**	**H**	**H**	**M**	**P**	**I**	**Q**	**L**	**D**
G	**J**	**D**	**I**	**X**	**N**	**U**	**H**	**G**	**F**	**U**	**E**
A	**C**	**R**	**S**	**U**	**P**	**V**	**M**	**E**	**M**	**M**	**V**
N	**C**	**N**	**T**	**S**	**H**	**T**	**K**	**S**	**L**	**A**	**C**
M	**U**	**C**	**E**	**G**	**P**	**P**	**V**	**I**	**T**	**P**	**A**
S	**S**	**R**	**N**	**G**	**L**	**W**	**B**	**H**	**N**	**Z**	**R**
R	**L**	**J**	**Q**	**X**	**A**	**Z**	**D**	**P**	**L**	**D**	**E**
O	**Y**	**C**	**N**	**J**	**Y**	**G**	**J**	**J**	**A**	**S**	**K**
F	**I**	**N**	**V**	**I**	**T**	**E**	**E**	**O**	**E**	**I**	**X**
Q	**Y**	**E**	**Q**	**X**	**H**	**T**	**K**	**I**	**Y**	**T**	**B**
B	**E**	**S**	**T**	**M**	**L**	**O**	**X**	**N**	**J**	**G**	**O**

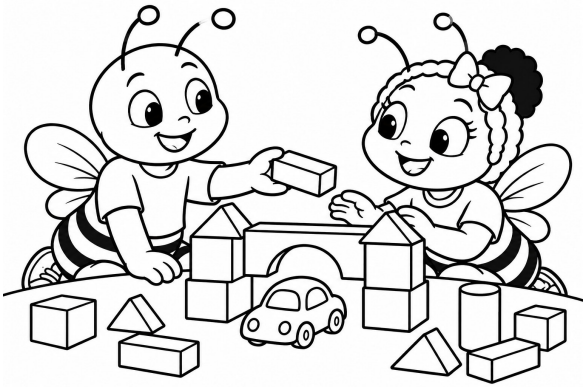
ASK CARE HELP INVITE JOIN KIND LISTEN PLAY

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Say the problem with facts

Name: _____

Finish the sentences. Then tell Homer’s problem using facts, without blaming.



WORD BANK: plan · ask · clear · marker

We both want the same _____.

I can use a _____ message.

I can _____ for support.

We can try one _____.

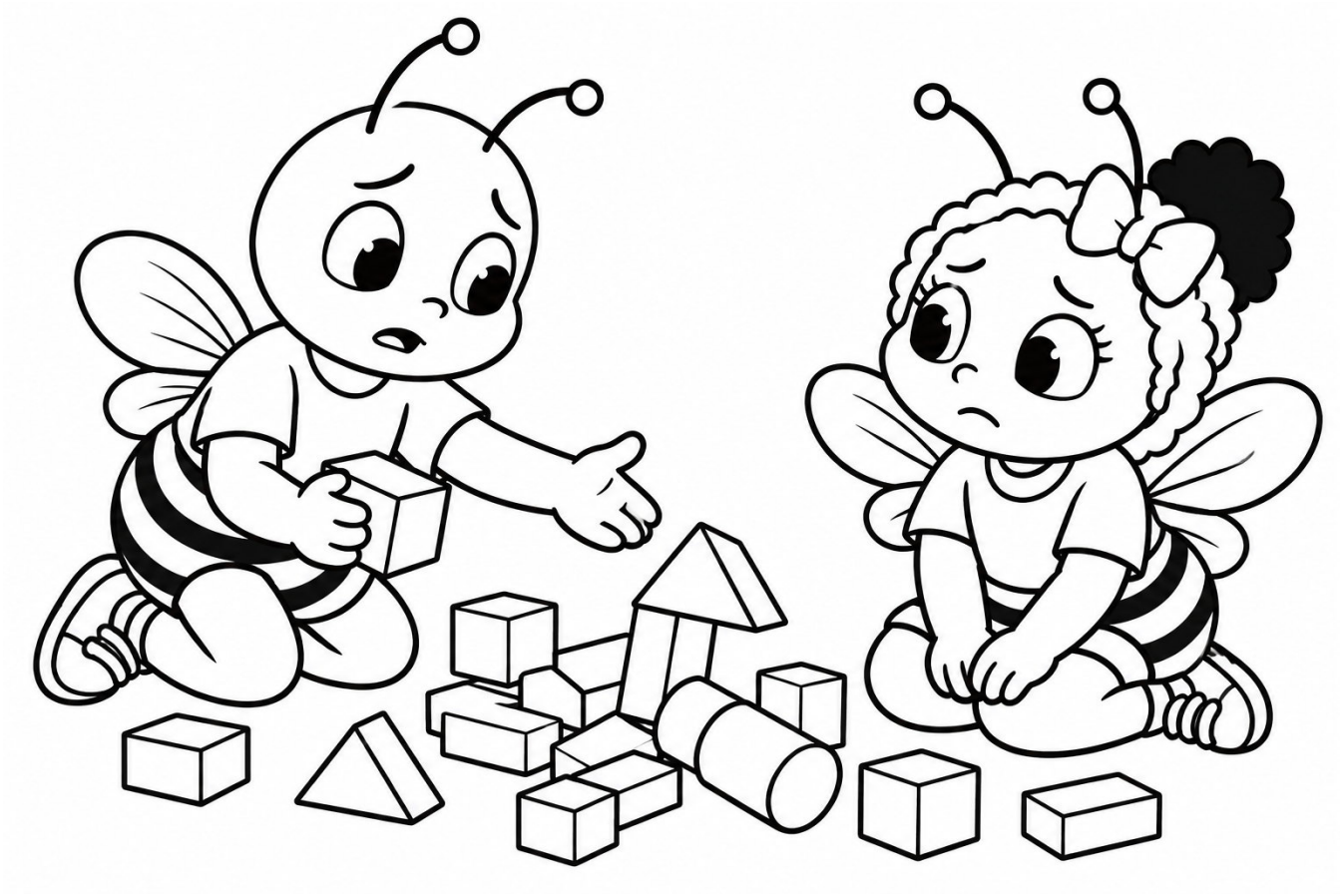
Show or tell how Homer or Flora could use this skill.

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Sorry and a helpful repair

Name: _____

Color Homer and Flora. Homer knocked the tower over. Add a speech bubble and draw one way to repair the problem.



“I knocked it down. I’m sorry. Would you like help rebuilding?”

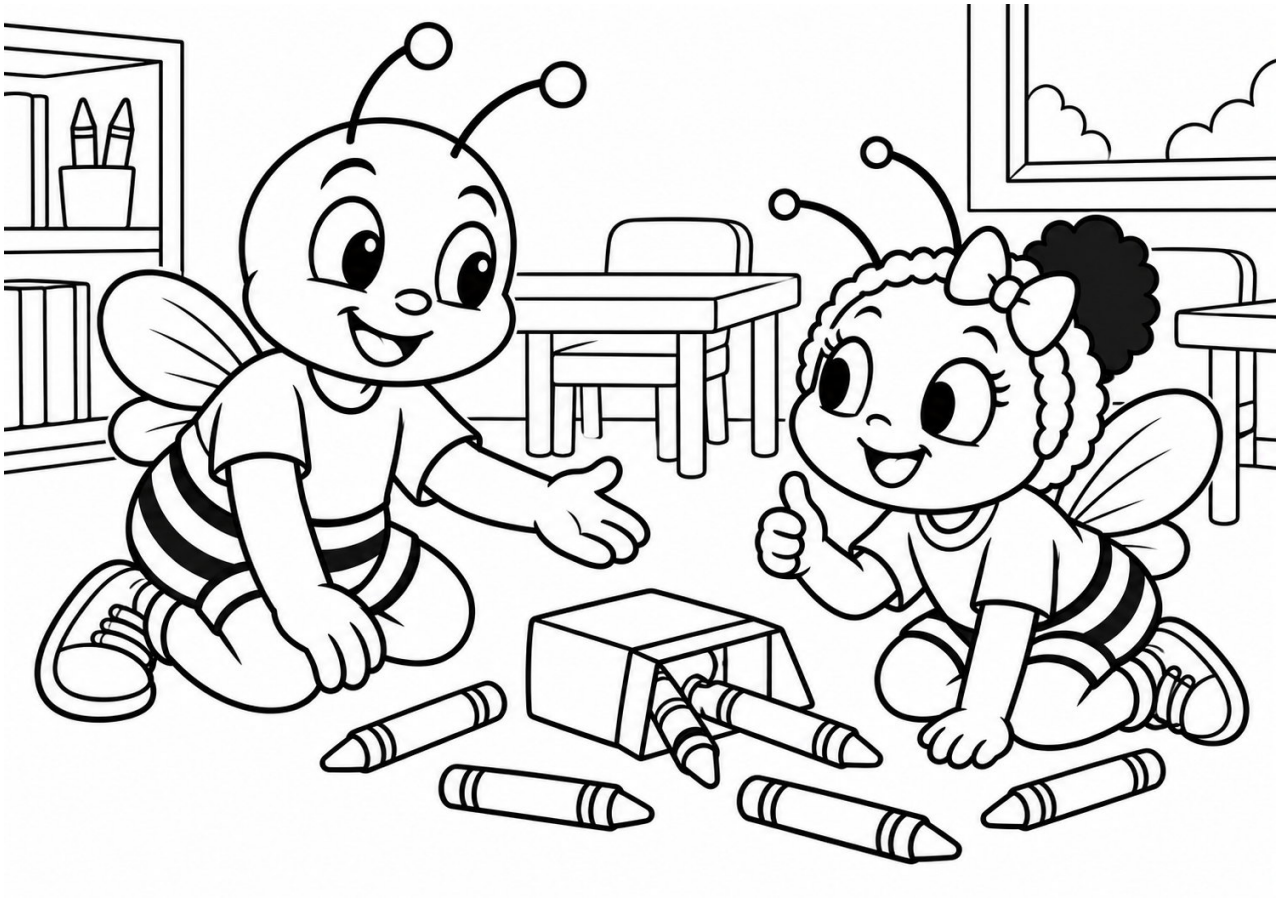
My words or next step:

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Ask for what I need

Name: _____

Color the scene. Add a speech bubble for a clear request. Flora can ask for help, a turn, or space.



“I need __.” “Could you help me __?”

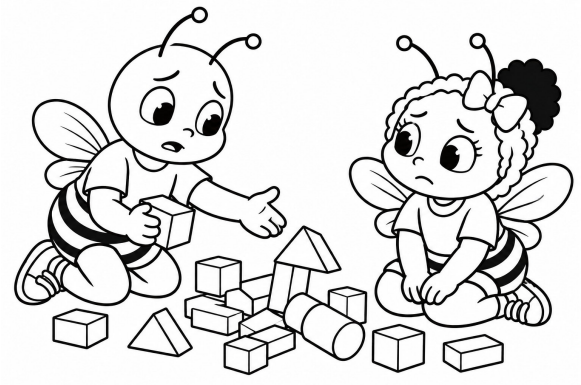
My words or next step:

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

What could happen next?

Name: _____

Choose one story. Draw a kind repair. Ask what the other person needs; do not require forgiveness.



Homer promised Flora a turn, then forgot.

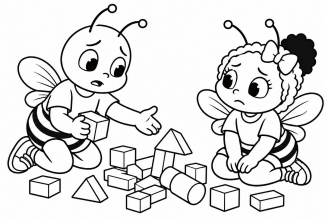
Flora laughed when Homer’s drawing tore, then noticed he was upset.

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Find problem-solving words

Name: _____

Find and circle the words. Pick two and use them to explain a helpful plan.



H E L P T B O J M X Y N

Y S P P V S Q N D X R F

R P Z R R G H Z X Z Y K

H E Q R O Q X C R P A T

I V S Z R B O N H E M A

T T T P M I L N F E V U

X D A R E R O E C X C T

L I P C Y C E T M A S K

Z O A J N I T P L F G E

R R H C F B U U A Y D C

A S W K P Q T O F I F K

V I P L A N F Z A L R D

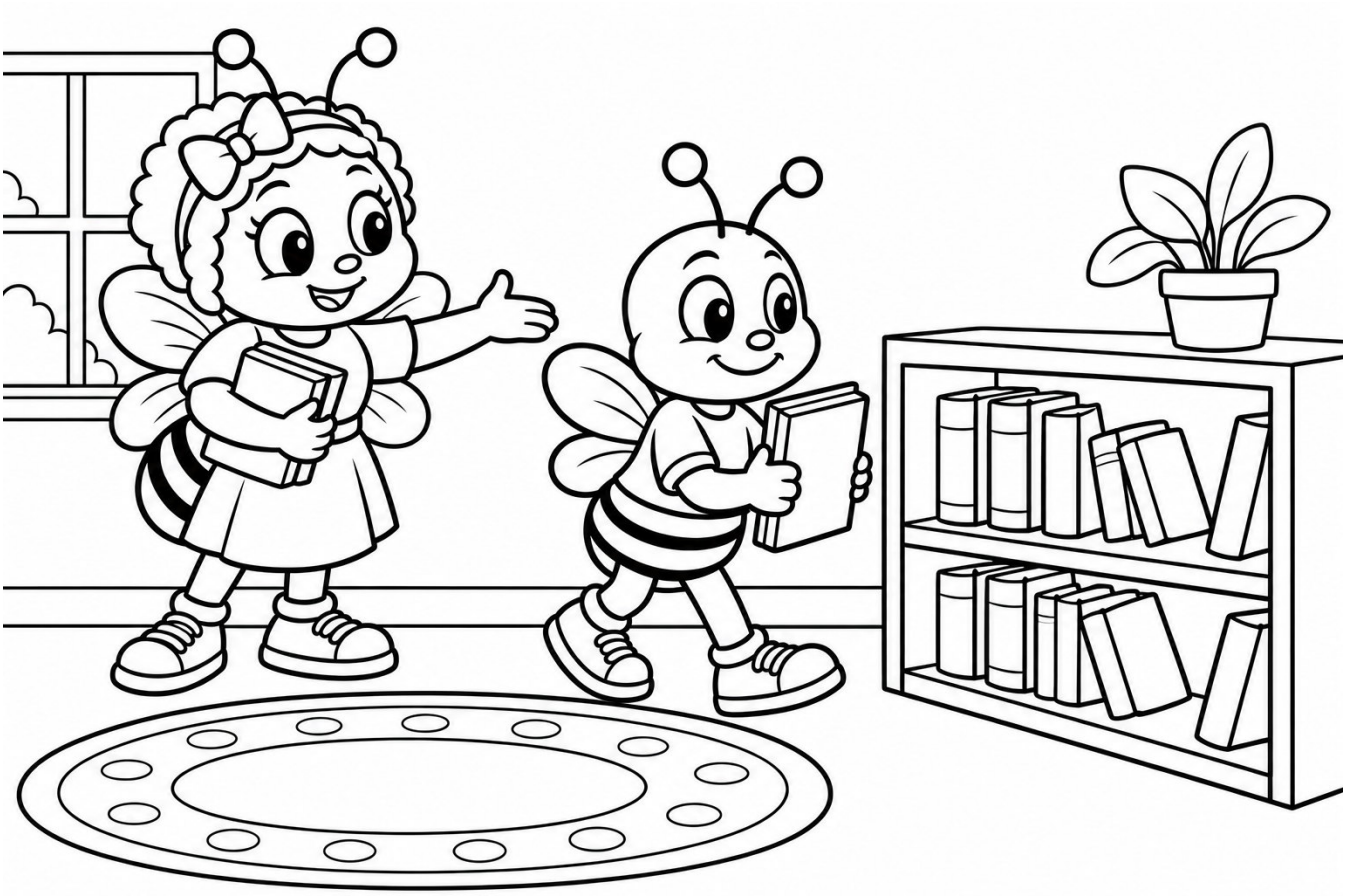
ASK CHECK HELP PLAN PROBLEM REPAIR RESPECT TRY

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Color and refocus

Name: _____

Color Homer. Add a thought bubble with a phrase that can bring attention back to the teacher’s words.



“Back to the teacher. What is the next step?”

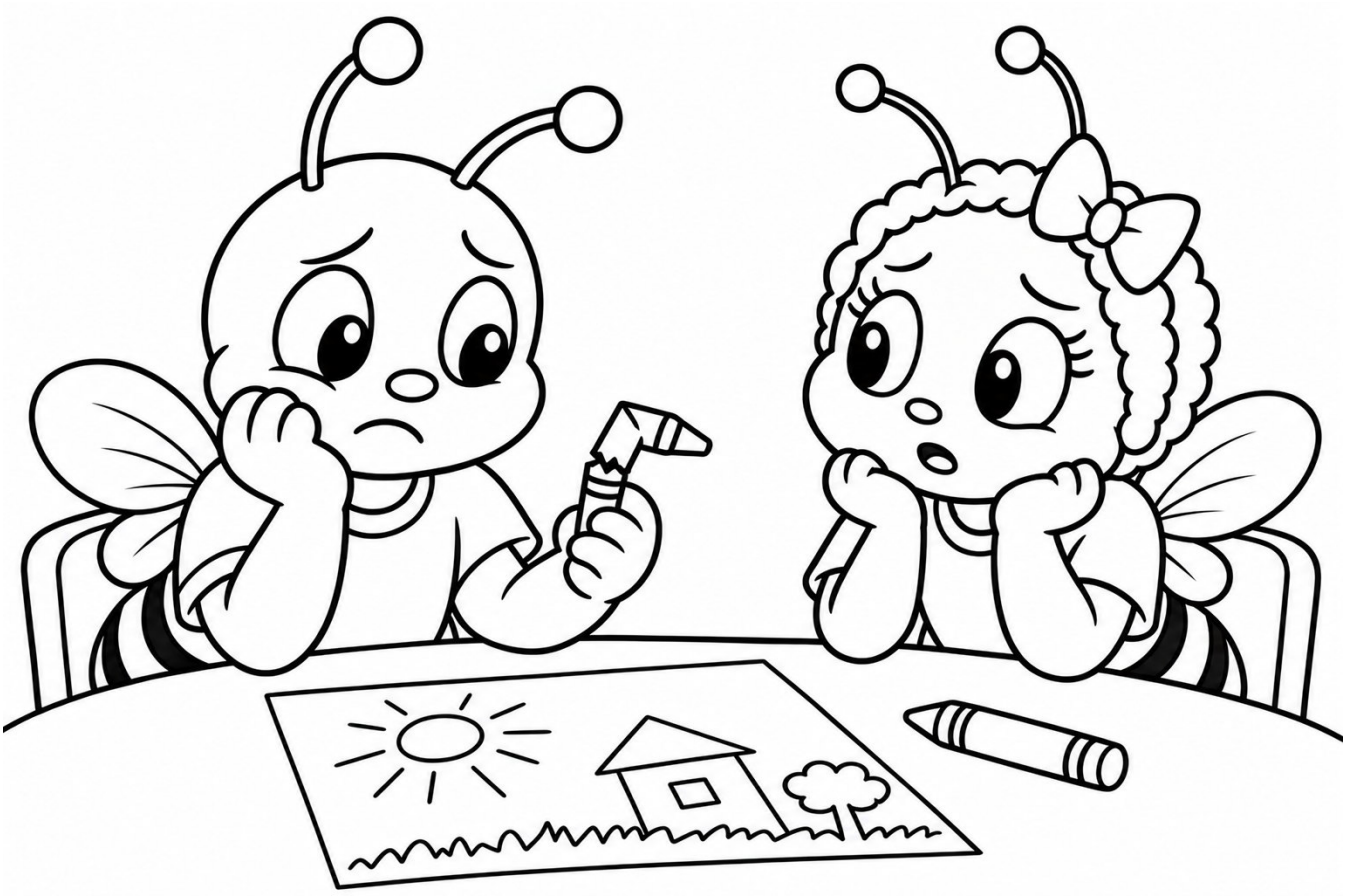
My words or next step:

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Feelings I can notice

Name: _____

Color the friends. Add a possible feeling face beside each. Write a question that checks your guess.



“How are you feeling?”

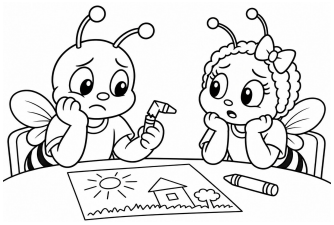
My words or next step:

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Color by code: feelings

Name: _____

Choose a color for each feeling. Match the numbers to your key. No feeling is a bad feeling.



1 Happy

2 Sad

3 Angry

4 Worried

5 Calm

6 Excited

4	**5**	**6**	**1**	**2**	**3**
1	**2**	**3**	**4**	**5**	**6**
4	**5**	**6**	**1**	**2**	**3**
1	**2**	**3**	**4**	**5**	**6**

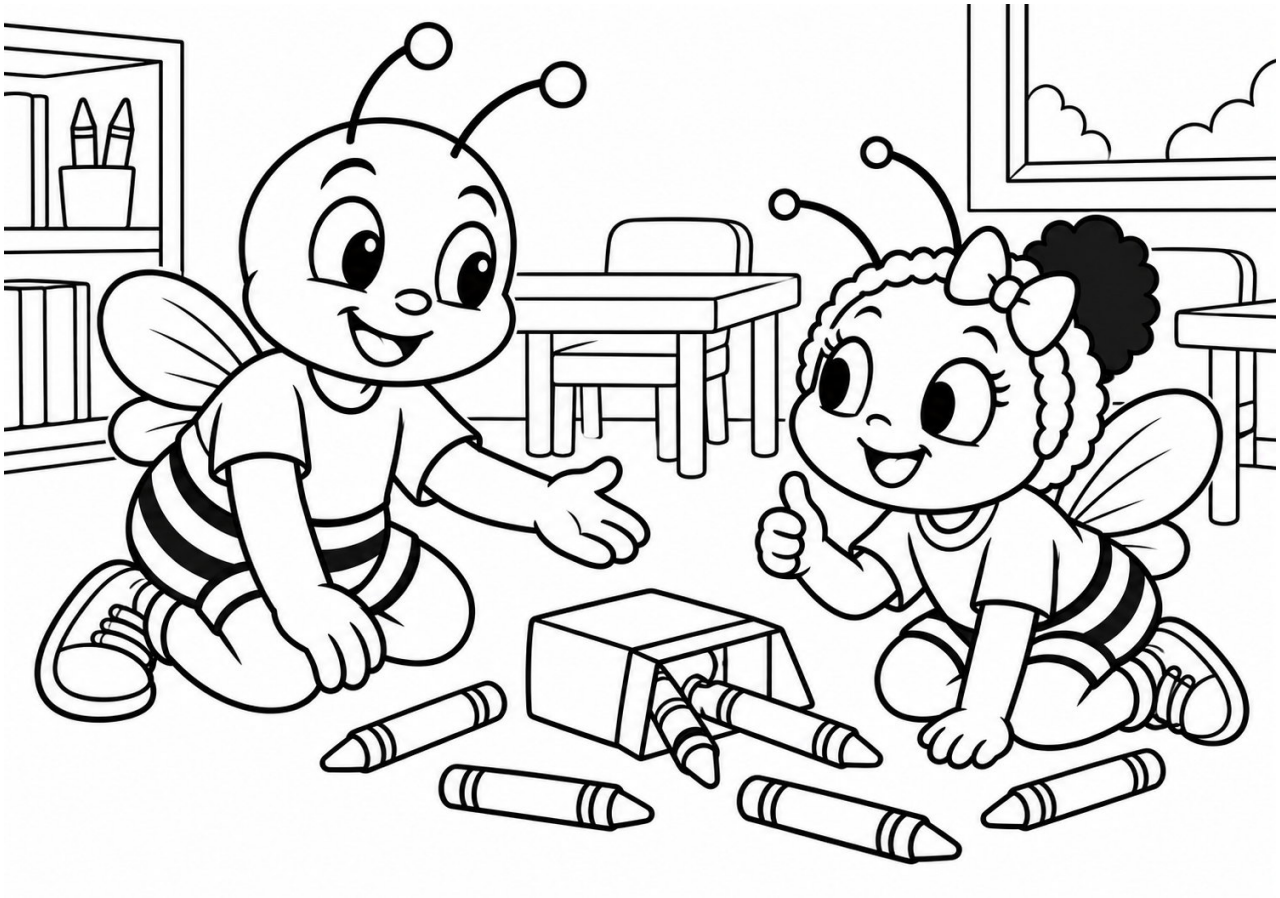
My color key: add a color beside each tool or feeling above.

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Kindness is a tool

Name: _____

Color the helping scene. Draw one kind act you could offer, and a way to respect “No, thanks.”



Ask. Listen. Respect the answer.

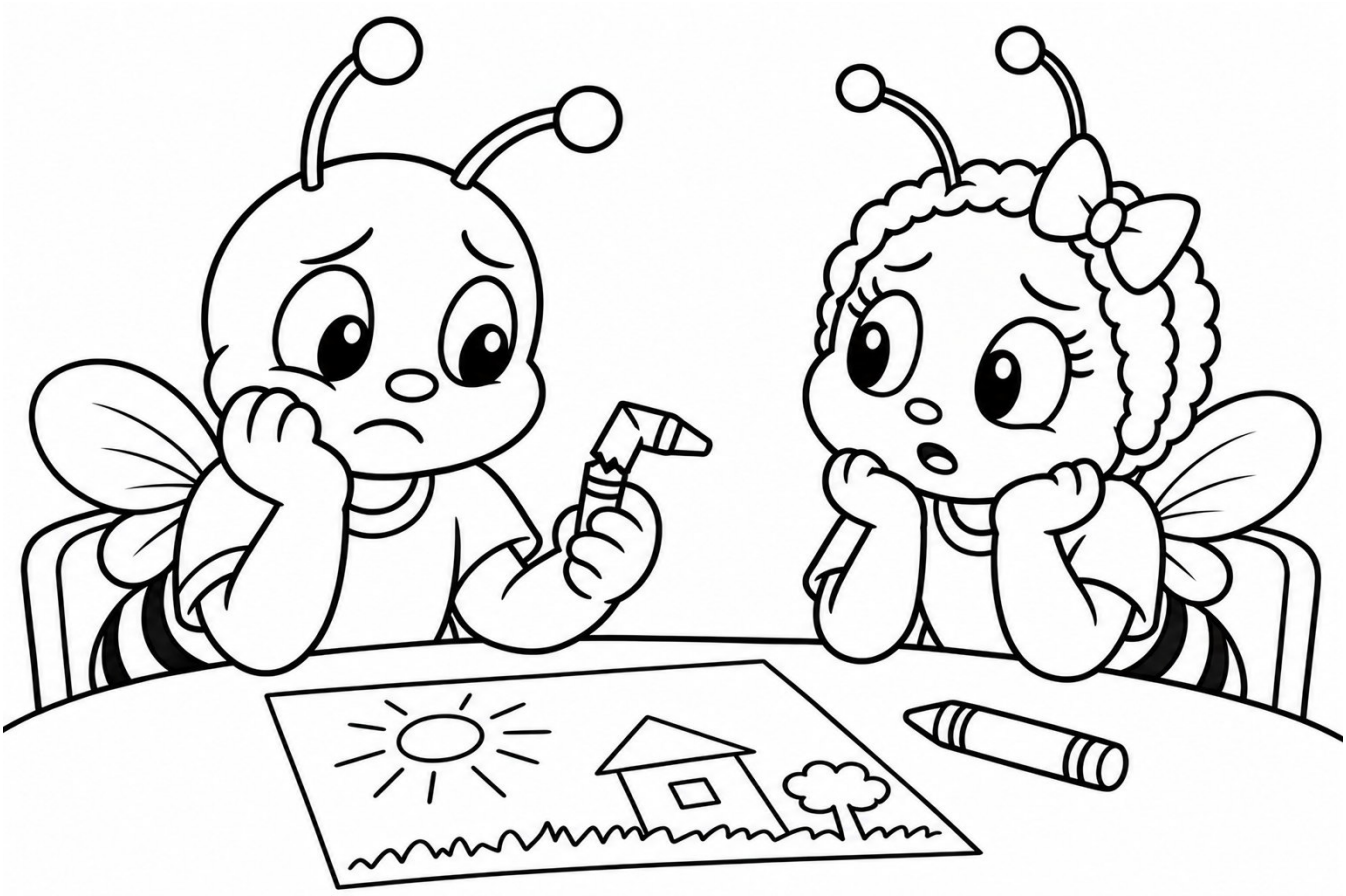
My words or next step:

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Care looks like listening

Name: _____

Color Homer and Flora. Add words that show interest without guessing how someone feels.



“Do you want to tell me?”

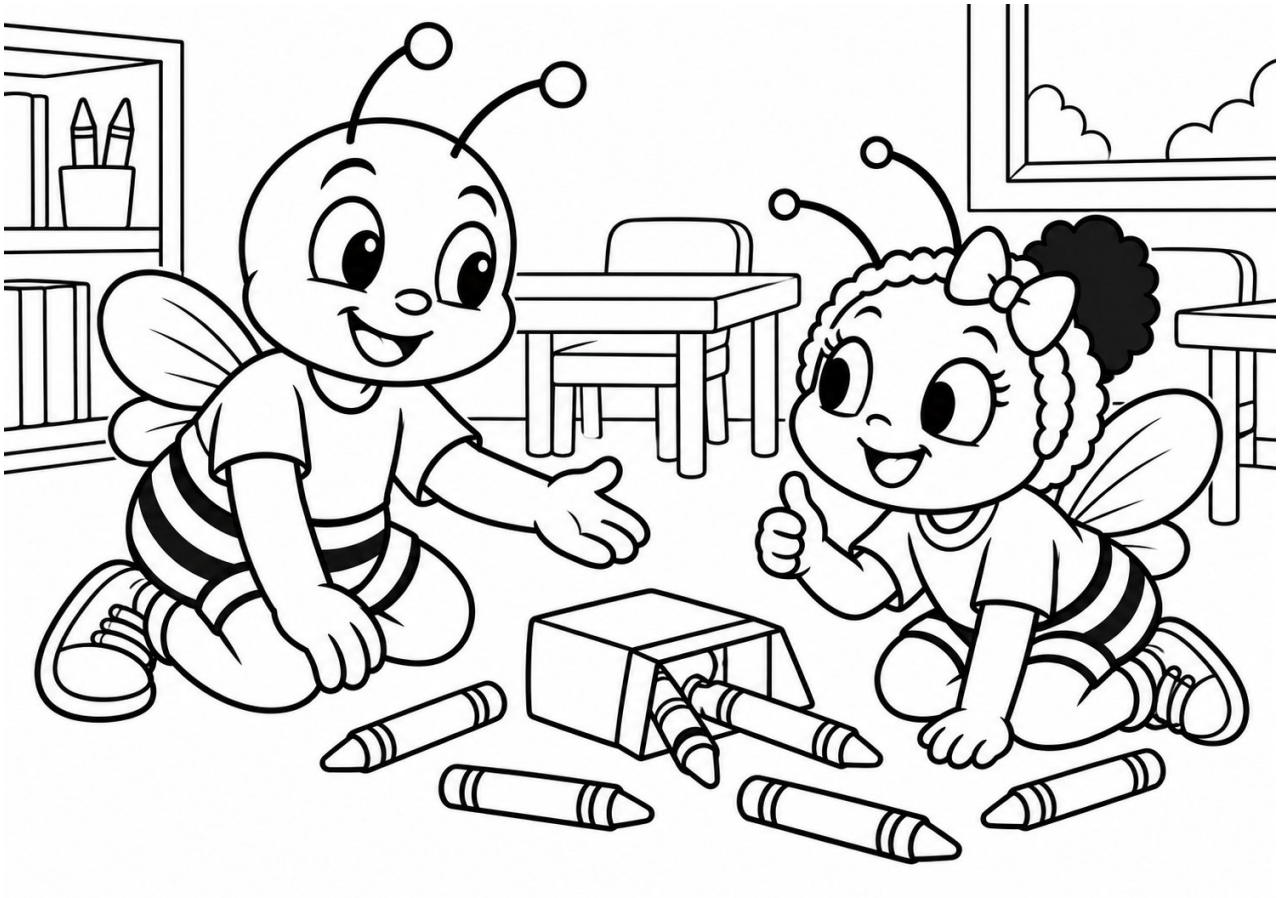
My words or next step:

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

Help with permission

Name: _____

Color the scene. Add a question Homer could ask before picking up Flora’s crayons.



“Would you like help?”

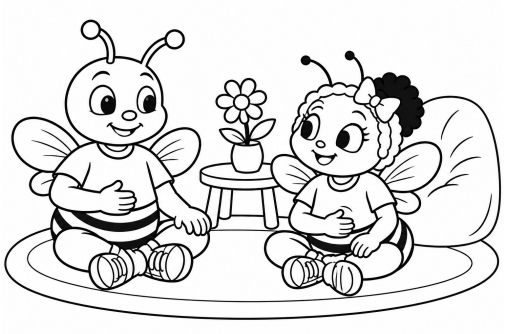
My words or next step:

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.

My feeling, my Toolbox tool

Name: _____

Use your classroom poster. Point to or color a zone. Name a feeling, then choose support that fits you.



BLUE ○

Sick, tired, hurt, sad

GREEN ○

Calm, excited, focused, happy

YELLOW ○

Confused, surprised, silly, nervous

RED ○

Angry, annoyed, terrified, out of control

My feeling: _____ What I need: _____

My tool or helper: _____

All feelings are allowed. Tools help us care for our needs and choose safer actions.

2nd: explain the clue, compare two options, and check whether the plan worked.
Coloring is optional. An adult may record words. Practice with fictional characters.