

Ollie the Owl Learns About Excitement

Lesson Objective

Students will learn about the feeling of excitement, what it is, and how it can be different for everyone. They will explore personal experiences of excitement and practice recognizing and sharing these feelings.

Materials Needed:



- The story, "Ollie the Owl Learns About Excitement"
- The song, "Ollie the Excited Owl"
- Paper and pencils, crayons and markers
- Activity 1-Puppets or stuffed animals (owl, bear, hare, beaver, squirrel and bee)
- Activity 2-"Excitement Stars" (paper, crayons, markers, stickers, glitter)
- Home Connection Letter

Introduction to the Topic (10 Minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Briefly talk about what excitement means and when they might feel excited. Ask the children to share a time when they felt really excited.

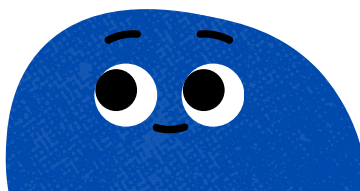
Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

- "Good morning, friends! Today we are going to talk about a fun feeling called excitement. Does anyone know what excitement means? (Encourage the children to share their ideas.)"

2. Discussion Starter

- "Wonderful! There are many things that can make us feel excited, and today, we're going to read a story about Ollie the Owl and how he learns about excitement."



Read the Story (15 Minutes)

Story Time Outline



- Read the story “Ollie the Owl Learns About Excitement” aloud to the class.
- Ask questions during key parts in the story.

Story Time Teacher Script:

1. Prepare the students for the story:

- "Now, I'm going to read you a story called 'Ollie the Owl Learns About Excitement.' Listen carefully and think about when Ollie felt excited and how it made him feel."
- (Read the story aloud, pausing at key moments to ask questions and engage the children.)

2. Read the story with emphasis on key moments:

- While reading, pause during key moments to ask the following questions:.
 - Excitement might feel like a happy, tingly feeling you get when you're really looking forward to something fun. Maybe you've felt excited before. Can anyone share a time when they felt really excited?
 - What do you do when you feel really excited?
 - Why do you think Ollie is flapping his wings so fast?
 - Do you think Ollie's friends feel the same way as him?
 - What do you notice about Ollie's actions when he's excited?
 - How do you think Ollie's friends feel when he interrupts them?
 - What do you think Ollie could do to calm down a little?
 - What do you think might happen the next time Ollie is excited?
 - Have you ever had a hard time waiting for something exciting?
 - What do you think Ollie is learning in this story?

Ollie the Owl Learns About Excitement



In a forest green and bright,
Lived Ollie the Owl, with eyes so light.
With feathers soft and wings so wide,
He loved to play and often glide.

One day, Ollie felt a thrill,
A tingling buzz, he couldn't sit still.
"What's this feeling?" he wondered aloud,
It made him feel happy and very proud.

Grandma Owl heard his call,
And flew down from her tree so tall.
"Ollie dear, that feeling inside,
Is called excitement, let's not hide."

"Excitement comes when something's near,
That makes you jump and gives a cheer.
It's like a flutter in your chest,
A happy feeling, one of the best."

Ollie thought, "When do I feel this way?
When might excitement come to stay?"
Grandma smiled, and then she said,
"Let's think of times it fills your head."

"When it's your birthday, with friends around,
And presents stacked up on the ground.
You feel a thrill, a joyful ride,
That's excitement deep inside."

Ollie nodded, eyes so bright,
He remembered his last birthday night.
With cake and games, and songs so sweet,
The excitement made his heart skip a beat.

"When you're flying high, up in the sky,
Chasing the stars, oh so high.
The rush you feel, the wind's embrace,
Excitement shines upon your face."

Ollie flapped his wings, filled with cheer,
Remembering the night so clear.
The moon so bright, the stars so near,
His heart had leaped with joy, no fear.

"When you see your friends after a while,
And they greet you with a big, warm smile.
The joy inside, the happy beat,
Excitement makes your day complete."

Ollie smiled, thinking of his friends,
The fun they had, it never ends.
When Benny Bear or Harriet Hare,
Would play with him, excitement was there.

"But Ollie dear, remember too,
Excitement's different for me and you.
What makes you jump and feel so grand,
Might not be the same for your friend."

Ollie thought, and then he knew,
Excitement's unique for all, it's true.
What thrills one may not thrill all,
It's special like the leaves in fall.

"For Buzz the Bee, it's flowers bright,
For Betty Beaver, it's building right.
For Sammy Squirrel, it's climbing trees,
Excitement's different, like the breeze."

Ollie felt a warmth inside,
Understanding filled him with pride.
Excitement's special, wild and free,
And it's different for you and me.

So remember Ollie, wise and bright,
Who learned about excitement's light.
It's a feeling that makes you gleam,
Filling hearts with joy supreme.

When you feel that flutter, that happy cheer,
Know that excitement's always near.
It's unique, it's fun, and oh so true,
A special feeling for me and you.

Ollie the Owl, with heart so light,
Embraced excitement, day and night.
With Grandma's wisdom, he found delight,
In every thrill and joyful sight.

3. Post-Story Teacher Script

- "Excitement can be a fun feeling to have, can't it? And there seems to be so many times that we might feel excited. "

4. Post-Story Questions:

Ask these questions to help students reflect on the story and connect it to their own experiences:

- "What did Ollie learn about excitement?" (Summarize the story's message.)
- "How did Ollie's friends feel when he got too excited?" (Encourage empathy.)
- "Can excitement be a good feeling? When?" (Help children recognize positive and negative aspects of excitement.)
- "What can you do if you feel too excited and need to calm down?" (Connect to self-regulation skills.)
- "How do you know when someone else is excited?" (Develop social awareness.)
- "What are some ways we can show excitement without being too loud or disruptive?" (Promote self-management.)
- "How do you think Ollie will act the next time he feels excited?" (Encourage reflection on character growth.)
- "When was the last time you felt really excited? What happened?" (Encourage personal connections.)
- "Who helps you calm down when you feel really excited?" (Help students identify supportive relationships.)
- "What is something fun you're excited about right now? How can you practice waiting patiently for it?" (Apply the lesson to real-life situations.)

Sing the Song (10 Minutes)



- Teach the children "Ollie the Excited Owl" song about the feeling of excitement
- Use actions that represent feeling excitement and joyful
- Sing the song together a few times, encouraging the children to join in with the actions.

Teacher Script:

"Now, let's sing a song about excitement! This song will help us understand what excitement feels like and how fun it can be to share that feeling with others. Let's learn the words and some actions to go with the song."

"Ollie the Owl's Sad Song"

Verse

Hand Movements

[Verse]

Ollie the owl in a big tree
He felt something new he felt so free

Flap arms like wings

[Verse 2]

What is this flutter feelin' inside
Wings are a-tremblin' can't quite hide

Flap arms like wings

[Chorus]

Excited oh excited
Like a big ol' spark
Heart's a-racing wide-eyed
Like a fire in the dark

Open arms wide and wiggle fingers like sparks

[Verse 3]

Friends all around big smiles too
Ollie's feelin' something fresh and new

Big smile

[Bridge]

Is it a bubble in my tummy
Or a jungle full of monkeys

[Verse 4]

Excited oh excited
Gonna jump and play
Can't keep it in
I wanna shout hooray

Jump up and down with excitement



Do an Activity (20 Minutes)

Activity 1: Role Play with Puppets (15 Minutes)



Introduce the Activity

- "Now, we're going to use our animal friends to act out some exciting situations! Just like in the story, each animal friend will have something that makes them excited."
- "Who wants to be Ollie? Who wants to be Harriet the Hare, Benny the Bear, etc"

Activity Instructions

- Call students up to the front to use the puppets in the role play scenario. Ask them to role play the situation and talk about the feeling of excitement. If the role play group is having problems you can have the remaining students help by providing suggestions.
- "Each of you will take turns telling us what makes your animal excited. For example, 'I am Buzz the Bee, and I get excited when I find flowers!'"
- Encourage the children to act out their animal's excitement. Offer gentle prompts if needed: "How does a bee buzz when it's excited?" "Can you show us how Benny the Bear might cheer when he finds berries?"
- "Wow! You all did such a great job showing excitement. Remember, we can all have different things that make us excited, and that's what makes us special."

Activity 2: Excitement Stars 15 Minutes)

Introduce Activity

"Now we're going to make something fun—Excitement Stars! These stars will show what makes us feel excited."

Activity Instructions

- Give each child an "Excitement Star" handout
- The students can decorate the star with colors, drawings and stickers
- In the middle of the star, the student can write/draw something that makes them excited
- Once finished, invite children to share their stars with the group

"Each of you will get a star to decorate with colors, drawings, and stickers. On your star, you can draw or write something that makes you excited. It could be a favorite activity, a special day, or even spending time with your friends."

(Hand out materials and assist children as they work on their stars. Walk around and engage with the children.)

"Who can share what they're drawing on their star? What's something that makes you feel excited?"

Reflection:

"These stars are so beautiful! Let's hang them up so we can see all the different things that make us feel excited."

Wrap Up the Lesson (5 Minutes)



Review and Reflection Overview:

- Review what they learned about excitement and how it can be different for everyone.
- Ask a few children to share one thing they learned about excitement from the story or the activities.

Review and Reflection Teacher Script

- "Today, we learned about the feeling of excitement and when we might feel that way. Wasn't it interesting to hear about all the different things that we can feel excited about?"
- (Wait for a few children to share their thoughts.)
- "I am so proud of all of you for sharing your excitement with each other today. Remember, excitement is a wonderful feeling, and it's even better when we share it with our friends!"

Home Connection Letter

1. Sending Information Home:
2. "Before we go, I have a special letter for you to take home to your families. This letter talks about everything we learned today. You can tell your family all about Ollie the Owl and the fun activities we did."
3. Hand out the letters as the children prepare to leave.

Emozi® Parent Letter

Dear Parents/Guardians,

Today in class, we learned about the feeling of excitement through the story "Ollie the Owl Learns About Excitement." This story teaches children that excitement is a special feeling that makes us feel happy and thrilled, and it can be different for everyone.

Here's what we learned:

- Understanding Excitement – Recognizing what excitement feels like and when we might feel it.
- Sharing Excitement – Learning that different things make different people excited and it's fun to share our excitement with others.
- Expressing Emotions – Practicing how to express feelings of excitement through art and activities.

We practiced these concepts through making "Excitement Stars". Ask your child to share this craft with you.

You can help reinforce this at home by encouraging your child to talk about what makes them excited and celebrating those moments with them.

With gratitude,



Excitement Star

