

We  
Find

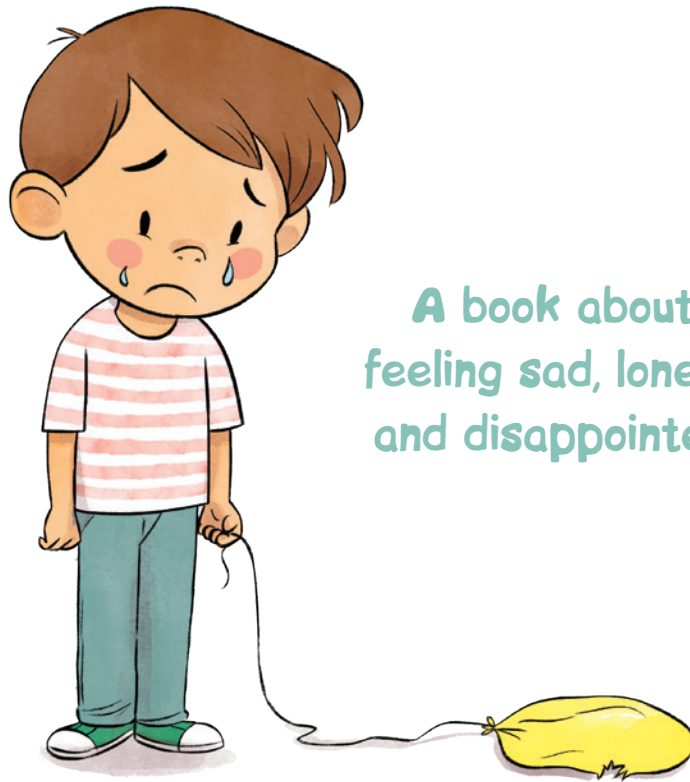
Feelings Clues

# I Know Sad



We  
Find **Feelings Clues**

# I Know Sad



A book about  
feeling sad, lonely,  
and disappointed

Lindsay N. Giroux

Illustrated by Alicia Teba Godoy

free spirit  
PUBLISHING®



To Eric Ryan and Russell, my favorite father/son pair. —LNG

Text copyright © 2024 by Lindsay N. Giroux  
Illustrations copyright © 2024 by Free Spirit Publishing

All rights reserved under International and Pan-American Copyright Conventions. Unless otherwise noted, no part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without express written permission of the publisher, except for brief quotations or critical reviews. For more information, go to [freespirit.com/permissions](https://freespirit.com/permissions).

Free Spirit, Free Spirit Publishing, and associated logos are trademarks and/or registered trademarks of Teacher Created Materials. A complete listing of our logos and trademarks is available at [freespirit.com](https://freespirit.com).

**Library of Congress Cataloging-in-Publication Data**

Names: Giroux, Lindsay Nina, author. | Teba, Alicia, illustrator.

Title: I know sad : a book about feeling sad, lonely, and disappointed / Lindsay N. Giroux ; illustrated by Alicia Teba Godoy.

Description: Minneapolis, MN : Free Spirit Publishing, an imprint of Teacher Created Materials, [2024] | Series: We find feelings clues ; book 1 | Audience: Ages 3–7

Identifiers: LCCN 2023033144 (print) | LCCN 2023033145 (ebook) | ISBN 9798885540551 (paperback) | ISBN 9798885540568 (ebook) | ISBN 9798885540575 (epub)

Subjects: LCSH: Sadness in children—Juvenile literature. | Emotion recognition—Juvenile literature. | BISAC: JUVENILE FICTION / Social Themes / Emotions & Feelings | JUVENILE FICTION / Concepts / Body

Classification: LCC BF723.S15 G57 2024 (print) | LCC BF723.S15 (ebook) | DDC 152.4—dc23/eng/20230803

LC record available at <https://lcn.loc.gov/2023033144>

LC ebook record available at <https://lcn.loc.gov/2023033145>

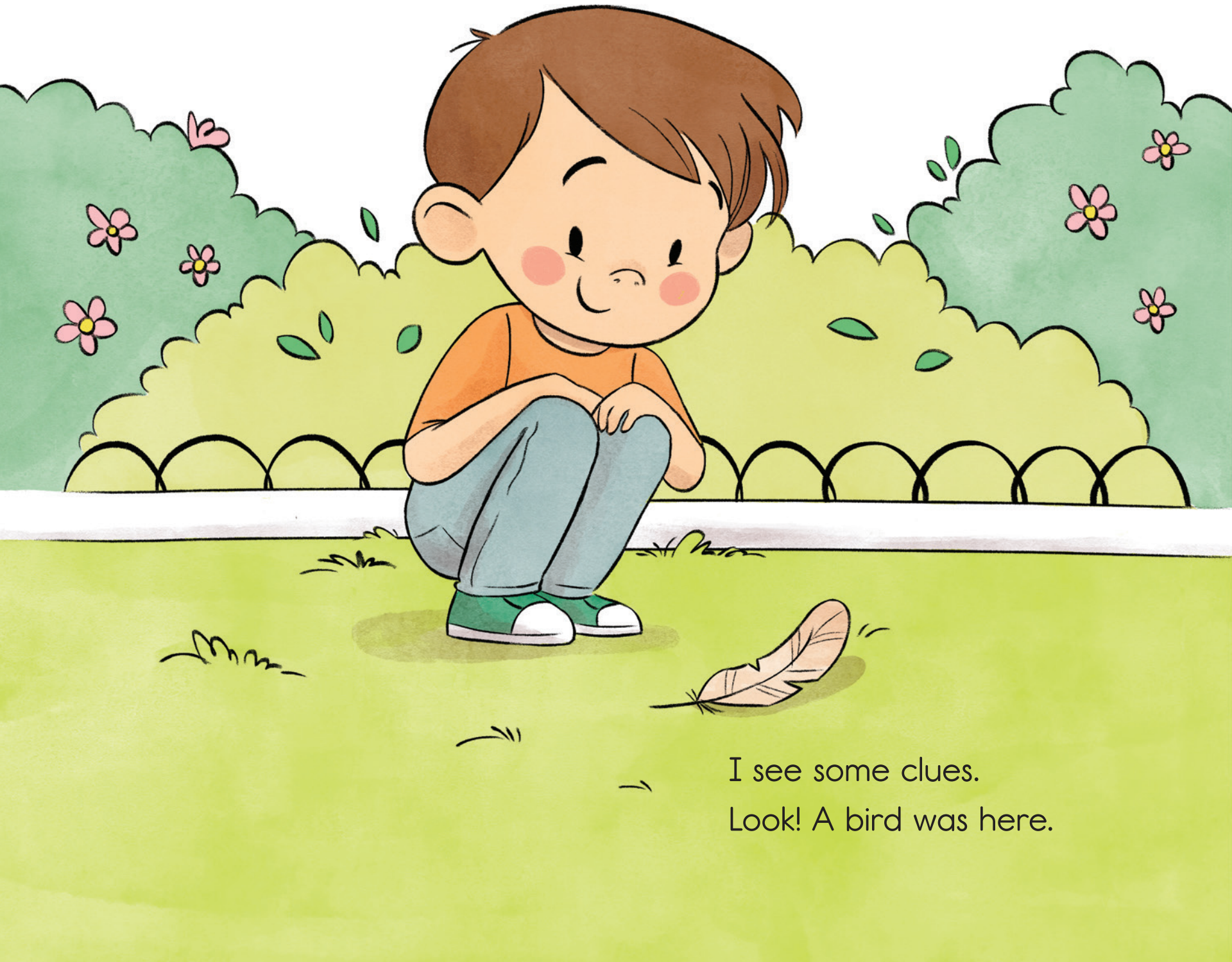
Free Spirit Publishing does not have control over or assume responsibility for author or third-party websites and their content. Parents, teachers, and other adults: We strongly urge you to monitor children's use of the internet.

Edited by Alison Behnke  
Cover and interior design by Courtenay Fletcher  
Illustrated by Alicia Teba Godoy

**Free Spirit Publishing**  
An imprint of Teacher Created Materials  
9850 51st Avenue North, Suite 100  
Minneapolis, MN 55442  
(612) 338-2068  
[help4kids@freespirit.com](mailto:help4kids@freespirit.com)  
[freespirit.com](https://freespirit.com)



I'm a detective. I look for clues.  
They tell me what is happening around me.



I see some clues.  
Look! A bird was here.

It must have rained last night!



A dog has been here too.





I'm also a **feelings detective**. I look for clues in my body.  
They help me figure out how I am feeling.

I draw about my feelings in a special notebook.  
I call it my feelings detective notebook.

Sometimes it's easy to know how I feel. Sometimes it's hard.  
My feelings change every day and all day long.

## Dear Caring Adult,

Thank you for choosing to explore emotions with young children. Reading about and discussing emotions offers you an opportunity to better understand a young child, to open a dialogue about how they feel, and to help them learn how to express and cope with those feelings. Young children are just starting to connect facial expressions with emotion words. You might notice that they can point out when a friend's face looks happy or when a book or movie character looks sad, but they might also need help understanding their own emotions.

Many emotions feel similar in our bodies. This book highlights emotions that feel a lot alike in order to help teach children a wide and complex emotion vocabulary. Rather than only focusing on sadness, this story highlights loneliness and disappointment too. These three emotions, while feeling similar in one's body, are felt in different situations and sometimes eased by trying different coping strategies. Helping children recognize and name these emotional nuances will, in turn, help them respond to and cope with these feelings.

You can work to support children's deeper understanding of emotions in many ways. The ideas that follow are just a few of them—you'll discover more as you go!

### Help children make and use their own feelings detective notebooks.

Children can build many key emotional competencies by looking for feelings clues in their own faces and bodies. Recording emotional experiences gives children a way to process emotions and provides adults with ways to discuss those feelings with children. Having a written notebook also allows children to go back and revisit emotions they have had and remember how they handled those emotions, a step that can also remind them of what could work in the future when those feelings or others arise.

Feelings detective notebooks can take several forms. A simple approach is for children to freely draw bodies and facial expressions, as the character in this book does. Children can work with adults to label the pages with emotion words. Depicting simple causes of emotions, such as a balloon popping, can help children remember the scenarios in more vivid detail. And if children wish to tell a larger story through words, adults can also support them by taking dictation and writing down what they narrate about their experiences.

Another option is for you to prepare notebooks with an outline of a body on each page. You can then support children in picking the colors that feel right to them to represent specific feelings, and coloring the parts of the body where they are feeling that emotion. For example, this could look like a child picking green for excitement and coloring in a big green smile, green hands, and green feet to represent that their excitement was most strongly felt in their face and limbs.



Here are some other ways to support children in making and using feelings detective notebooks:

- Buy or make special feelings detective notebooks and help children as they decorate them.
- Ask children about their drawings and encourage them to talk about what happened, how they felt, and what clues they noticed in their bodies.
- If children want your support, help them label their pictures or add dictations.
- Model by drawing your own feelings detective picture, labeling it with an emotion word, and sharing how you felt and what clues you noticed in your body.
- Ask children what they did to feel better or what steps they took to help their bodies regulate. If they didn't feel like they had a strategy or tool for this, you could ask what might help the next time based on how their bodies felt. For example, you might say, "If your legs felt like running, how could you safely get that energy out?"
- Comment on children's efforts and their emerging skills. For instance, "Wow, you really listened to your body!" or, "You remember how your voice sounds when you are angry."



### Accept emotions without judgment.

Acceptance without judgment looks like helping label and acknowledge an emotion, like the dad in this story saying, "I know you're sad to leave." It can also look like offering help or a hug to help a child work through an emotion, rather than telling them they don't need to be sad, angry, disappointed, or upset.



### Notice body clues in yourself or in children.

Model emotional skills by talking out loud about your own body clues. For example, you might say, "My heart is beating fast, and my voice is loud. My clues are telling me I'm really excited about our special plans." You can also ask children to tell you about their body clues by asking how their body feels, how their voice sounds, or how their face looks. Like the characters in this book, you can work to record body clues together and name them.

### Build children's emotion vocabulary by introducing related emotion words.

When a child describes feeling sad that they don't have a playmate, you can follow up by expanding with a more precise emotion word. "Being sad about not having someone to play with is an emotion like sad called *lonely*."

### Model how emotions are individualized and feel different for each of us.

You can share how emotions feel in your body, and help children decide if that's the same as or different from how they feel—and celebrate that same and different are both okay. For example, "You feel sadness in your face and belly, and my sadness feels heavy in my legs. Our bodies feel sad in different ways."