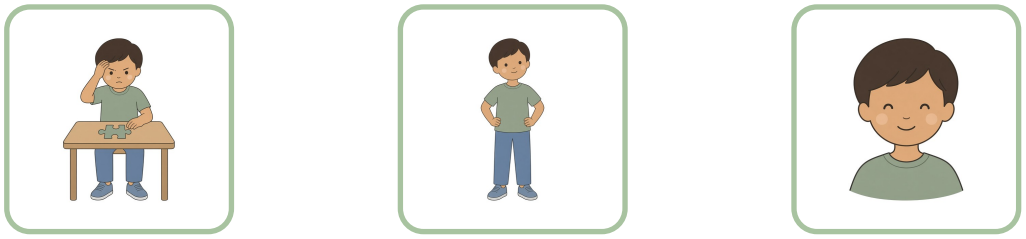
Name: _____

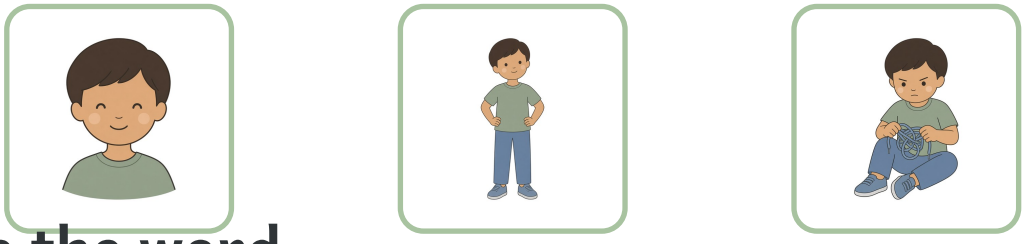
Circle the frustrated picture.

Look at the pictures. Circle frustrated.

1 

2 

3 

4 

Trace the word.

Trace the word frustrated.



frustrated

frustrated

frustrated

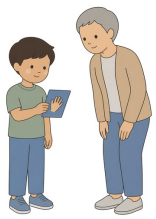
Name: _____

Things that help frustrated: cut and glue.

Cut out the pictures. Glue them in the help box.

Glue here.

✂ Cut on the dashed lines.






How does frustrated look for you?

How does frustrated look for you? Circle your ways.






my way

Name: _____

Match the picture to the word.

Draw a line to the matching word.











- hands up
- stuck
- groan
- help
- try again

Fill in the word.

Pick a word from the box. Write it in the space.

stuck · falls · help · break



1. The zipper is _____.



2. The tower _____ again.



3. Sam asks for _____.



4. Sam takes a _____.

Name: _____

First, next, last.

Put the pictures in order. Write 1, 2, 3.



Sam asks for help ☐



Sam feels frustrated ☐



The zipper is stuck ☐

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. Frustrated can happen when things are hard.

2. Asking for help means I failed.

3. A break can help frustrated feelings.

4. I must finish without stopping.

Name: _____

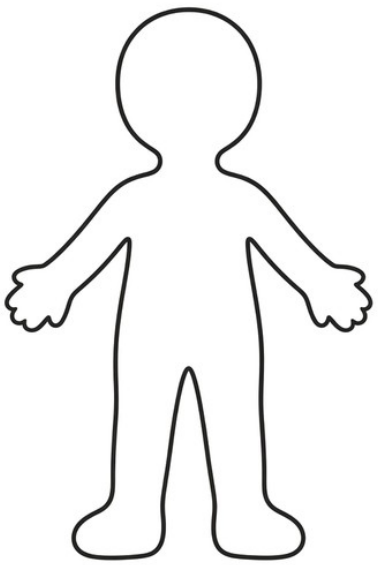
My hard things.

Draw or write three things that are hard for you.

1	2	3

My body and frustrated.

Where do you feel frustrated in your body? Color it.



- ☐ tight hands
- ☐ hot face
- ☐ groaning
- ☐ want to throw
- ☐ want to stop
- ☐ tears
- ☐ tight tummy
- ☐ my own way: _____

Name: _____

What could I do?

Read the story. Draw or write what you could do.

1. “My drawing does not look right.”

2. “My game will not load.”

3. “Lee's tower falls down.”

Today.

Today I felt frustrated when...

What did I try?

Frustrated · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam frustrated; row 2: groan; row 3: hands-up; row 4: laces
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: groan = groan; hands-up = hands up; try-again = try again; zipper-stuck = stuck; sam ask help = help
D2: 1. stuck; 2. falls; 3. help; 4. break
D3: 1. The zipper is stuck; 2. Sam feels frustrated; 3. Sam asks for help
D4: 1. thumbs up (true); 2. thumbs down (not true); 3. thumbs up (true); 4. thumbs down (not true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Frustration usually means the task is too hard right now, not that the child is not trying.
- Make help easy to ask for (a help card) and never shameful.
- Break tasks into one small step at a time. Show, do not just tell.
- Allow a break or stopping without a lecture. Return later if needed.
- Offer a different way (strap shoes, pencil grip, typing) when a skill is very hard.
- Model it: "This jar will not open. I feel frustrated. I will ask for help."