

05.21.23

Dear Parents of Blue Door,

Hello! This week the children learned about Weather . During Circle Time the teacher spoke about the different kinds of weather there are . The different types of weather are : Windy , Rainy , Cloudy  and Sunny . Each child was also asked what types of clothing they wear when is is sunny, rainy and windy. When it is sunny the children answered shorts and no coat. When it was raining, they wear rain boots and use an umbrella . When it is windy they use a sweater so they don't get cold. For art , the children had a blast making a paper plate sun. They loved painting a paper plate yellow and gluing the rays to their sun . Making an umbrella  was lots of fun. The children colored half of a paper plate any color they chose to and then glued the handle onto their umbrella. They used their imagination and drew a picture of their favorite weather . On the playground we also practice our gross motor skills which are also very important. This week the children ran one lap around the playground, jumped in place, threw the balls to one another, and had a basketball game against one another. For story time they listened to these stories; Hands Are Not For Hitting,The Very Hungry Caterpillar, Pete the Cat, I Love My White Shoes, Eight Silly Monkeys Jumping on the Bed, and Ducky Goes To Potty. Tantrums: why they happen and how to respond Key points: -When children have tantrums, they might scream, become aggressive or run away. -For young children, tantrums happen when they're overwhelmed by strong emotions. -Older children might have tantrums because they haven't yet learned safe ways to express or manage feelings. -You can reduce tantrums by talking with children about feelings. When a tantrum is happening, acknowledge children's feelings. Work on managing feelings when children are calm. Tantrums come in all shapes and sizes. They can involve spectacular explosions of anger, frustration and disorganized behavior - when your child 'loses it'. You might see screaming, stiffening limbs, an arched back, kicking, falling down, flailing about or running away. Why tantrums happen? Tantrums are common in children aged 1-3 years. This is because young children are still at an early stage of social, emotional and language development. They can't always communicate their needs and feelings, including the desire to do things for themselves, so they might get frustrated. They are learning how they behave influences others. So tantrums are one of the ways that young children express and manage feelings, and try to understand or change what's going on around them. Older children can have tantrums too. This can be because they haven't yet learned safe ways to express or manage feelings. For both toddlers and older children, there are things that can make tantrums more likely to happen: Temperament - this

influences how quickly and strongly children react to things like frustrating events or changes in their environment. Children who are more sensitive might be more easily upset by these things. Stress, hunger, tiredness and overstimulation - these can make it harder for children to express and manage feelings and stay calm. Situations that children just can't cope with - for example, a toddler might have trouble coping if an older child takes a toy away. Strong emotions - worry, fear, shame and anger can be overwhelming for children. Self-regulation is the ability to understand and manage feelings and reactions. Children start developing it from around 12 months. As your child gets older, they'll be more able to regulate reactions and calm down when something upsetting happens. You'll see fewer tantrums as a result. How to make tantrums less likely These are a few things you can do to make tantrums less likely to happen: Help your child understand their emotions. You can do this from birth by using words to label feelings like 'happy', 'sad', 'cross', 'tired', 'hungry' and 'comfy'. Identify tantrum triggers like tiredness, hunger, worries, fears or overstimulation. You might be able to plan for these situations and avoid the triggers - for example, by going shopping after your child has had a nap or something to eat. When your child handles a difficult situation without a tantrum, encourage them to tune in to how this feels. For example, 'I just saw you build that tower again without getting upset when it fell. How did that feel? Did you feel strong and calm?' Talk about emotions after a tantrum when your child is calm. For example, 'Did you throw that toy because you were cross that it wasn't working? What else could you have done?' Model positive reactions to stress. For example, 'I'm worried this traffic is making us late. If I take some deep breaths, it will help me stay calm'. Parents please wash your child's blanket and return to school in their school bag. Please cut your child's nails so that way they don't scratch themselves or their friends. 

Have a great weekend 

Mrs. Cindy

Mrs. Luz

Ms. Laura