

# EARLY LEARNING COALITION OF PBC JOIN US FOR WEEK 4 ...



We want to start off by acknowledging your commitment to your child's education, after all – ***YOU* are your child's first teacher!**

**There are lots of fun and educational activities in this packet that you and your child can complete at your own pace throughout these 8 weeks! Here are some tips to help you get the most out of these activities:**

- 1. Pick activities that you know your child will enjoy.** Children learn best when they are interested in what they are doing.
- 2. Don't be afraid to get creative!** If an activity calls for materials you don't have, feel free to replace with recyclable materials laying around the home.
- 3. Ask questions!** Talking to your children during the activities about what they are enjoying will encourage them to use their words, think critically and will help them learn new vocabulary words.
- 4. Have fun!** Let your child guide you in the activities. Let them talk about the things that interest them and why. This encourages creativity and problem-solving skills.

# SOCIAL-EMOTIONAL

**Social-emotional skills are essential for connecting with others! They help us manage our emotions, build healthy relationships, and feel empathy.**

Some examples of social-emotional skills in use are:

- ✓ Recognizing if someone is sad, and asking if they're ok
- ✓ Expressing yourself with your friends in a different way than with your parents
- ✓ Understanding your thoughts and feelings, and being able to relate to others

**While these skills may sound complex, social and emotional development begins at a very young age and are important for starting kindergarten.**

## *What to look for*

### **Your child...**

- ✓ Can say if he or she is a boy or girl
- ✓ Can tell first and last name and names of parents
- ✓ Can say how old he or she is
- ✓ Takes care of own needs, such as toileting, washing hands and dressing
- ✓ Adjusts to new situations without parent being there

- ★ Create with your child an "All About Me and My Family" book. Staple or tie a few sheets of paper together to make the book. Involve your child in adding personal information, such as first and last name, parents' names, child's gender, age, address, likes and dislikes. Your child can make a cover and decorate the book.
- ★ Support and celebrate your child's independence. Give lots of praise for things that your child has learned to do on his or her own, such as brushing teeth, washing hands, putting on shoes, zipping jacket, riding a tricycle, and buttoning shirt.
- ★ Help your child be prepared for going to kindergarten. With your child, pretend to go to school and practice how you will say goodbye. Visit the new school to meet the kindergarten teacher and explore the classroom and building together.

**To encourage social emotional development in your child:**



**Early Learning Coalition  
of Palm Beach County**  
*Ready to Learn. Ready for Life.*

**Special Thank You to this  
Information's Source:**



**National Center for Learning Disabilities, Inc.**  
*The power to hope, to learn, and to succeed*

## HELP YOUR CHILD MAKE SMOOTH TRANSITIONS...

A transition is a “change.” Transitions can make the day feel smooth and well organized, not rushed and unpleasant. Depending on your child’s temperament, transitions between activities can be easy or more difficult. There are several types of transitions:

1. Transitions between activities (from play time to bedtime)
2. Transitions between settings (from home to preschool each day)
3. Transitions between programs (from family child care to preschool)

### Use the following tips to create smooth transitions:

- ✓ **Give time.** Allow enough time for children to make gradual transitions. This is the best way to avoid stressful situations.
- ✓ **Give advance warning.** Use a timer or give a “5-minute warning” to prepare your child for a change in activity, letting her finish what she was doing, makes it more likely that she’ll cooperate when it’s time to move to the next activity.
- ✓ **Show excitement.** Talk about the next activity; be happy and make it sound exciting.
- ✓ **Use special rituals.** A book, song, game, or another special custom can help transition a child from one program or staff person to another.
- ✓ **Give positive feedback.** Congratulate your child for successful transitions. It will motivate him to feel comfortable with future transitions.
- ✓ **Set clear expectations.** Make sure that your child knows exactly what you expect or want her to do during the transition.

### *Support Smooth Transition Skills & Try These Activities:*

- ✓ Have your child put away her toys before moving to the next activity. For example, when your child is finished playing with blocks and wants to draw a picture, tell her the blocks need to be put away, before you’ll get out the drawing materials. Show her where the blocks go and help her put them away.
- ✓ Develop a unique way to say good-bye to your child. For example, when dropping your child off at preschool, you might say “see you later alligator” and encourage your child to respond, “after a while crocodile.”

## HELP YOUR CHILD LEARN PROBLEM-SOLVING SKILLS:

Problem Solving is the ability to think of how to solve a difficult situation and act on one or more of your thoughts. While we often think problem solving happens in math or science class, it is just as important in relationships, like how to resolve a conflict between friends.

### Tips to help your child develop great problem-solving skills:

**Help your child to understand his feelings.** Talk to your child about feelings (anger, sadness, frustration, or nervousness) that might come up when he is in a difficult situation. For example, "You seem to be frustrated that you can't get the toy to work. Let's talk about it and see if we figure out how to solve the problem."

**Talk about problems with your child.** Your child might not be able to describe the situation on her own. Explain the problem, using words that your child can understand. For example, "Did you want to play with the ball that your brother is using?" Wait for your child to respond and have her restate the problem.

**Talk about possible ways to solve the problem.** Help your child think of lots of different solutions to the problem. It is not important that he thinks of the best solution. If your child is having trouble getting started, give him some suggestions on ways to solve the problem.

**Have your child try out a solution.** Role-play (pretend) difficult situations with your child. Have your child pretend that she is at school and a friend takes a toy away from her; ask her what she would do if this really happened. Or, use puppets and dolls to show your child how to solve problems. For example, if the puppet is upset that someone took her toy, the puppet can say, "That makes me so mad. Can I please have my toy back?" Your child can say, "You can have it when I am done."

**Review the consequences of the solution.** Allow your child time to solve his problems. Afterwards, ask: "Did it work?" or "How did it go?" If your child says that it did not go well, help him think of different ways to respond so the next time this problem happens he will know what to do.

## Resources, Links and Information

- ✓ **Khan Academy**  
<https://learn.khanacademy.org/khan-academy-kids/>
- ✓ **GoNoodle**  
<https://www.gonoodle.com/>
- ✓ **Early Learning Coalition of Palm Beach County**  
<https://www.elcpalmbeach.org/vpk-transition-to-kindergarten>
- ✓ **School District of Palm Beach County**  
<https://arcgis.palmbeachschools.org/arcgisportal/apps/webappviewer/index.html?id=4ba2309b027c4606999d9a5a4d84778f>

# The Giving Box



**Activity:** Each child gives a compliment to a friend and passes him/her “The Giving Box” (e.g., an empty gift-wrapped box). The child, who receives the compliment holds “The Giving Box,” and gives a compliment to another friend.

## Objective

The children will give a compliment to and accept compliments from their classmates.

## III. Social and Emotional Development

III.C.2.a. Plays with peers in a coordinated manner including assigning roles, material and actions

[http://www.floel.org/standardsresource/standards.html#d=III&a=four\\_year\\_olds](http://www.floel.org/standardsresource/standards.html#d=III&a=four_year_olds)

## Lesson

1. Explain to the children that when we use kind words or give compliments it's like giving our friends a gift. Hold “The Giving Box” in your hands and demonstrate how to give a compliment (e.g., “I like it when you ride tricycles with me on the playground.”).
2. Allow each child to give a compliment to a friend while holding “The Giving Box.”
3. The child, who receives the compliment holds “The Giving Box,” and gives a compliment to another friend.
4. Repeat steps two and three until all of the children have received “The Giving Box.”

## Materials Needed

“The Giving Box” (e.g., an empty gift-wrapped box)

## Checking for Understanding

Children will demonstrate their understanding of the lesson by:  
giving compliments to and accepting compliments from their friends.

## Scaffolding

-The teacher may help children who are shy or who have a language delay or limited English express themselves, as needed.

## Extensions

-Create a book with a compliment page for each child.  
-Allow children to use “The Giving box” during center time.



# How Are You Feeling?

**Activity:** Children decorate paper plates to create faces that show different feelings/emotions (e.g., happy, sad, mad, excited, angry, silly)



## Objective

The children will identify and name several feelings/emotions.

## III. Social and Emotion Development

III.B.1.a. Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support.

[http://www.floel.org/standardsresource/standards.html#d=III&a=four\\_year\\_olds](http://www.floel.org/standardsresource/standards.html#d=III&a=four_year_olds)

## Lesson (Whole Group)

1. Introduce the lesson by reading the book *How Are You Peeling?* by Saxton Freymann and Joost Elffers.
2. Discuss how everyone has feelings (e.g., happy, sad, mad, scared, excited, angry, silly).
3. Ask the children the following questions:
  - How do you feel when someone takes your favorite toy?
  - How do you feel when you receive a gift?

## Lesson (Small Group)

1. Have books available for the children to look through that clearly show a variety of different feelings.
2. Allow the children to decorate several faces (e.g., paper plates) that show the feelings of their choice.
3. When the children are finished creating their faces, ask them to name the feeling/emotion that is expressed on each face and talk about what causes them to feel that specific emotion.

## Materials Needed

Popsicle sticks, small paper plates, markers or crayons.  
a variety of art materials (e.g., yarn, wiggly eyes, buttons, pom poms, dry pasta)

Book: *How Are You Peeling?*

By Saxton Freymann and Jost Elffers

## Checking for Understanding

Children will demonstrate their understanding of the lesson by:

Identifying and naming several feelings/emotions (e.g., happy, sad, mad, scared, excited, angry, silly).

## Scaffolding

-Provide mirrors and ask the children to make a variety of faces (e.g., happy, sad, mad, scared, excited, angry, silly).  
-Use verbal, visual and physical cues to help children know what to do.

## Extensions

-Children can play with their feeling faces during center time.  
-Add books about feelings to the classroom centers (e.g., reading corner, dramatic play, art center)

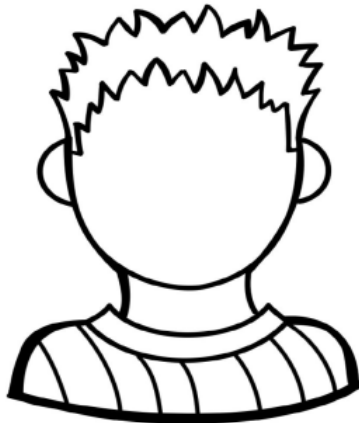
**This is how I look when I am...**



happy



sad



angry



hungry



thirsty



sleepy

Draw eyes, eyebrows, a nose and a mouth to show each of these emotions!



**THANK YOU FOR JOINING...**



**Early Learning Coalition  
of Palm Beach County**  
*Ready to Learn. Ready for Life.*

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Palm Springs, Florida 33461

*A Special Invitation For:*

	<b>Packet Topic</b>	<b>Parent Chat (Thursdays @ 6 PM)</b>
<b>Week 1</b> (June 8 - June 12)	<b>Gross Motor</b>	<b>Listening and Responding to Children</b>
<b>Week 2</b> (June 15 - June 19)	<b>Language</b>	<b>Positive Discipline</b>
<b>Week 3</b> (June 22 - June 26)	<b>Cognitive</b>	<b>Structure, Limits and Consistency</b>
<b>Week 4</b> (June 29 - July 3)	<b>Social-Emotional</b>	<b>Family Engagement – Helping Your Child Succeed in School!</b>
<b>Week 5</b> (July 6 - July 10)	<b>Gross Motor</b>	<b>Fostering Your Child's Learning Style</b>
<b>Week 6</b> (July 13 - July 17)	<b>Fine Motor</b>	<b>Screen Time – The Do's and Don'ts</b>
<b>Week 7</b> (July 20 - July 24)	<b>Language</b>	<b>First Day of School – The Do's and Don'ts</b>
<b>Week 8</b> (July 27 - July 31)	<b>Cognitive</b>	<b>Parent-Teacher Conferences – What To Know</b>

