



Lesson Time

Your child is learning how to welcome someone new to class. Welcoming someone is a way to show we care. To welcome someone new, children:

- Introduce themselves (Hi, my name is \_\_\_\_\_.)
- Say something kind (Do you want to play with me?)
- Do something kind (I will play with this toy with you.)

Your child can do the same things to welcome new children to your neighborhood or your home.

Play Time

Play a game with your child to practice welcoming someone.

Say: **We're going to play a welcoming game. Pretend I am your age and I just moved in next door. You are meeting me for the first time. How can you welcome me?**

Help your child do the following:

- Say hello and tell you his or her name
- Ask if you want to play
- Show you some of his or her toys

Then play with your child to show you feel welcome!

Story Time



This week's story is about Talik. It is Talik's first day at a new school. Talik's new teacher is welcoming him. Ask your child about this story.

- **What do you see in this photo?**
- **What is Talik's new teacher saying or doing to welcome him?** Help your child think of what Talik's teacher might be doing or saying.

**Let's practice welcoming Talik.** Pretend you are Talik. Have your child say something nice to welcome you.



Lesson Time

Your child is learning the Listening Rules. They help your child learn at school and at home. Each rule is followed by an action to help you remember it.

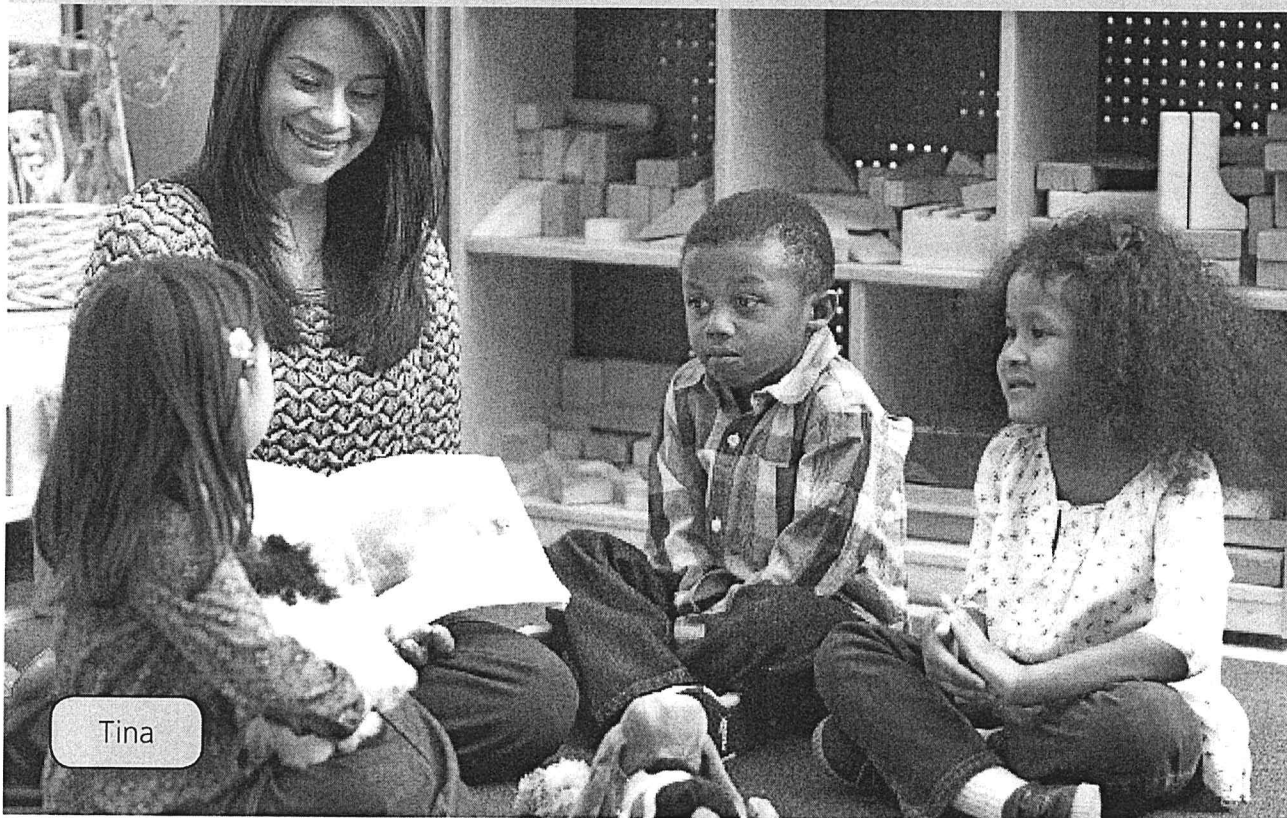
- **Eyes watching.** Point to the corners of your eyes.
- **Ears listening.** Cup your ears with your hands.
- **Voice quiet.** Put your finger to your lips.
- **Body calm.** Hug your body with both arms.

Play Time

Practice the Listening Rules by taking a listening walk in a store, a park, or along a street.

Say: **We're going to take a listening walk to practice using the Listening Rules.** Review the Listening Rules with your child. **We will walk around. When I say "Listen," we will stop and use the Listening Rules. Then we will take turns telling each other about what we heard.**

Story Time

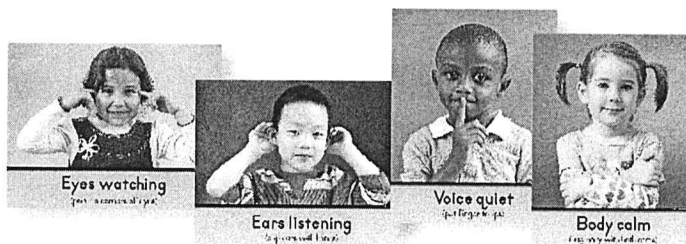


Tina

This week's story is about Tina. She is telling her friends at school about her cat. Her friends are listening. Ask your child about this story.

- **What do you see in this photo?**
- **Show me children listening to Tina.** Have your child point to examples of how children are using the Listening Rules.

**Let's practice the Listening Rules.** Tell your child about a pet. Have him or her copy the actions shown in the pictures on the Listening Rules Cards at right.





**Lesson Time**

Your child is learning how to focus his or her attention by making an attent-o-scope. It helps shut out things that can take attention away. Focused attention helps your child learn at school and at home.

To make and use an attent-o-scope, children do the following:

- Circle their hands around their eyes
- Use their eyes, ears, and brain to stay focused
- Take away their hands but pretend they are still there

**Play Time**

Play a game with your child. Practice focusing attention while putting away groceries. You will need one grocery bag with four or more items in it. Review making and using an attent-o-scope.

Say: **We're going to play What's New?** Take two items out of the bag. **Use your attent-o-scope and look carefully at these two items. Now close your eyes.** Take out a new item and put it with the other three items. **Now open your eyes. Can you tell me what's new?**

Repeat the game until all items are out of the bag.

**Story Time**



This week's story is about Alex. Alex is focusing his attention on his teacher as he explains how to do a sponge painting. Ask your child about this story.

- **What do you see in this photo?**
- **Show me what Alex is doing to focus his attention.**
- Point to examples of how Alex is following the Listening Rules to help focus his attention.

**Let's practice making an attent-o-scope to focus our attention.** Practice making an attent-o-scope with your child.



# Early Learning Unit 1

## Week 4: Self-Talk



### Lesson Time

Your child is learning how to use self-talk at school. “Self-talk” means saying things quietly to yourself. Using self-talk helps your child stay focused and learn at school and at home.

Your child can use self-talk to do the following:

- Focus his or her attention, for example, “Focus,” “Listen”
- Remember what to do, for example, “Put my coat on the hook”
- Keep doing a task, for example, “Pick up all the blocks”
- Control his or her body, for example, “Stay in my chair”

### Play Time

Play a game with your child to practice using self-talk. Use several of the same object in different colors for this game (such as several pens, toys, or socks). Put the objects in a bowl.

Say: **We’re going to play the Say the Color game. I will put two pens on the table and say their colors. Say them with me: “Red pen, blue pen.”** Put the objects back in the bowl. Give the bowl to your child. **Now put the pens with those same colors on the table by yourself. Remember to say the colors.**

Continue playing using different colors and more objects to make it challenging.

### Story Time



This week’s story is about Olivia and Tony. Olivia is using self-talk while she cleans up the toys. She is singing a little song to focus her attention on cleaning up. Ask your child about this story.

- **What do you see in this photo?**
- **What do you think Olivia is saying to herself to stay focused?** Help your child think of self-talk that helps focus on cleaning up.

**Let’s practice how Olivia uses self-talk to focus.** Practice using self-talk with your child. (Time to pick up my toys. Put my shoes on. Brush my teeth.)



**Lesson Time**

Your child is learning how to listen, follow directions, and repeat directions to remember what to do. Listening and following directions help your child be successful at school and at home.

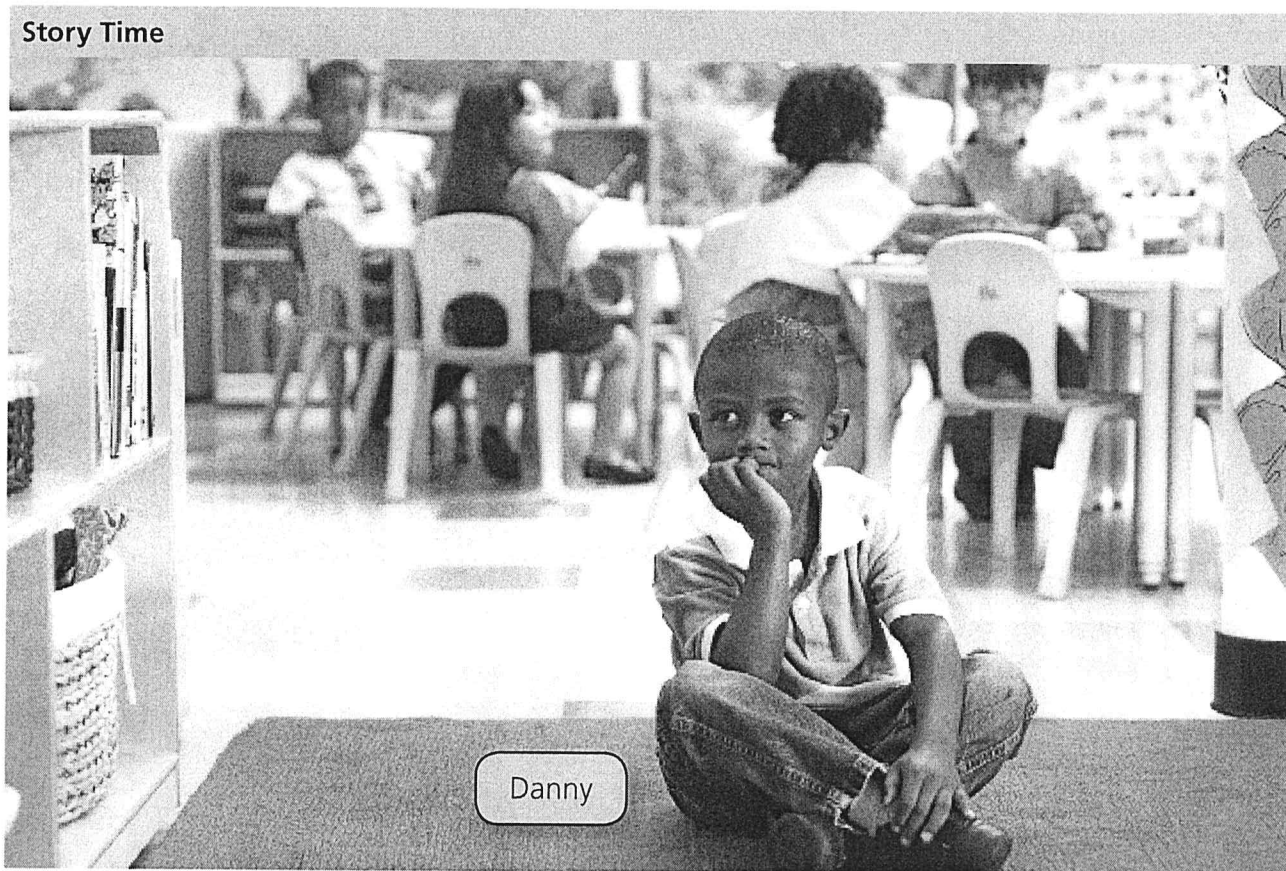
**Play Time**

Play a game with your child to practice repeating directions.

Say: **We're going to play Repeat After Me. I will ask you to clear something from the table. You will repeat what I say and then do it. Pick up two forks from the table and put them on the kitchen counter.** Wait for your child to repeat and follow the directions. When your child repeats and follows the directions correctly, it is his or her turn to give the directions.

Family members can take turns giving, repeating, and following directions until the table is cleared!

**Story Time**



Danny

This week's story is about Danny. Danny has forgotten what to do. His teacher tells him to repeat her directions to help him remember what to do. Ask your child about this story.

- **What do you see in this photo?**
- **What does Danny do to help him remember what to do?** (He repeats the teacher's directions.)

**Let's practice repeating directions like Danny.** Say an action: **Stand up!** Have your child repeat the words and do the action. Give other directions for your child to repeat and follow. (Walk to the front door. Put on your coat.)



### Lesson Time

Your child is learning to ask for what he or she needs or wants. When asking for help, your child needs to:

- Face the person he or she is speaking to
- Use a strong, respectful voice

Asking for help when stuck is an important part of learning. Knowing how to ask for help respectfully helps your child at school and at home.

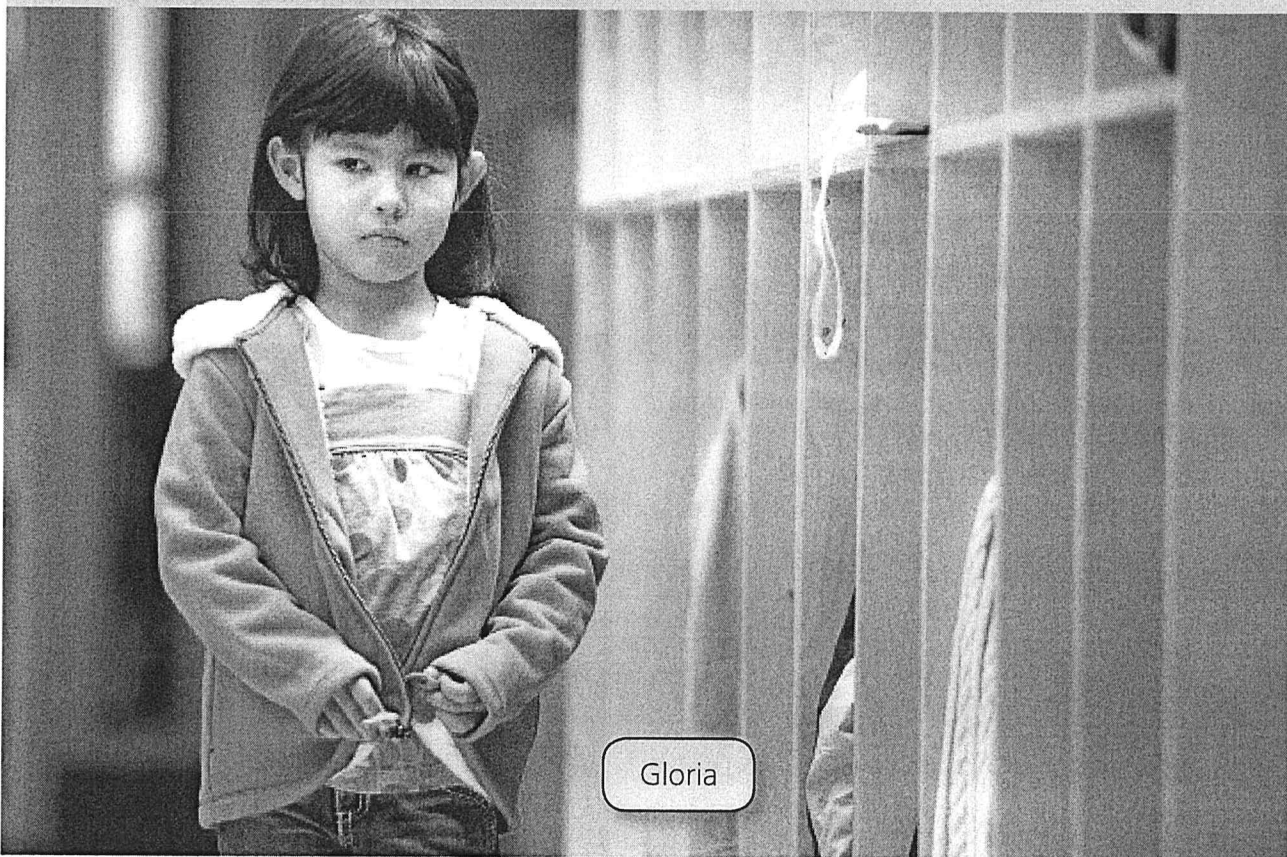
### Play Time

Play a game with your child during mealtime to practice asking for what you need or want.

Say: **We're going to play a game of Please Pass while we eat. When you want something passed to you, face the person who has it, use a strong, respectful voice, and ask for what you want. I will start. Face your child. Please pass me the bread.**

If someone forgets to face the person, use a strong, respectful voice, or say "please pass," have that person try again.

### Story Time



This week's story is about Gloria. Gloria needs help zipping up her coat. Ask your child about this story.

- **What do you see in this photo?**
- **Who can Gloria ask for help?** (Her teacher. A friend.)
- **How should she ask for help?** (She should face her teacher and use a strong, respectful voice.)

**Let's practice how Gloria should ask for help.** Have your child face you and ask for help in a strong, respectful voice: "Will you please help me?"



**Lesson Time**

Your child is learning how to tell if others feel happy or sad by looking for clues on their faces and bodies.

Happy clues:

- Eyes not wide open
- Mouth smiling
- Cheeks pushed up

Sad clues:

- Eyes looking down
- Mouth turned down
- Head down

Understanding how others feel helps your child get along with others and be friends.

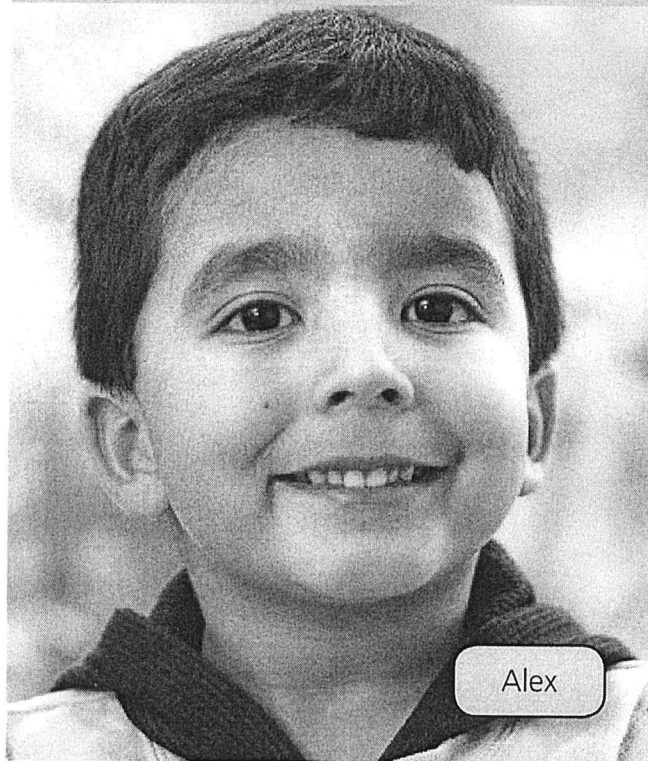
**Play Time**

Play a game with your child to practice finding happy and sad clues on other people. Play while taking a walk, watching TV, or doing any activity in which you see other people. Review happy clues and sad clues.

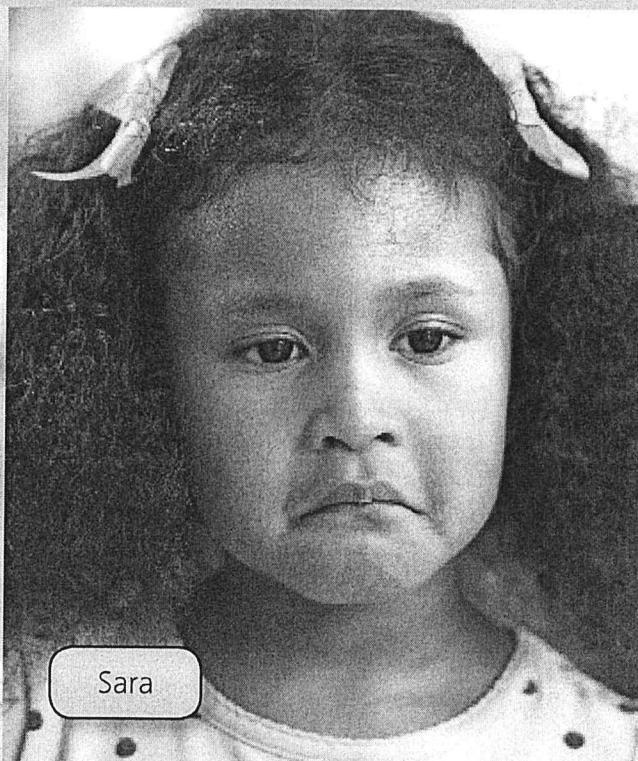
Say: **We're going to play Who's Happy, Who's Sad? When you see a happy clue on someone's face or body, tap your head. When you see a sad clue, tap your tummy.**

After playing the game, say: **Show me a happy clue we saw. Show me a sad clue we saw.**

**Story Time**



Alex



Sara

This week's photos are of Alex and Sara. Alex is happy. Sara is sad. Ask your child about these photos.

- **What do you see in these photos?**
- **What clues on Alex's face show that he is happy?** (His eyes are not wide open. His mouth is smiling. His cheeks are pushed up.)
- **What clues on Sara's face show that she is sad?** (She is looking down. Her mouth is turned down. Her head is down.)

**Let's make a happy face and then a sad face.** Look at each other's faces for happy and sad clues.



**Lesson Time**

Your child is learning how to tell if someone feels surprised or scared.

Your child is also learning two different ways to tell how other people feel:

- Look at their faces and bodies for clues
- Focus attention on what is happening

Understanding how others feel helps your child get along with others and be friends.

**Play Time**

Play a game with your child to practice using the two different ways to tell how someone feels. Play while looking at a picture book or a magazine.

Say: **We're going to play How Do They Feel? We'll look at the pictures in this book without reading the words. Then we'll try to tell how the people in the pictures feel.** Before starting, review the two different ways to tell how someone feels.

**Story Time**



This week's stories are about Ethan and Tina. Ethan is surprised by a pop-up book. Tina is scared by a loud noise. Ask your child about these photos.

- **What do you see in these photos?**
- **How can you tell that Ethan is surprised?** (By his face. By what is happening—there is a pop-up picture in Ethan's book that he wasn't expecting.)
- **How can you tell that Tina is scared?** (By her face. By what is happening—a really loud noise.)

**Let's make a surprised face and then a scared face.** Look at each other's faces for surprised and scared clues.





**Lesson Time**

Your child is learning how to tell when he or she, or someone else, is angry.

Angry clues:

- Body uncomfortable—hot and tight
- Gritting teeth
- Eyes smaller, squinty

Your child is also learning that everyone feels angry sometimes, but it is not okay to be mean or to hurt anyone when you are angry.

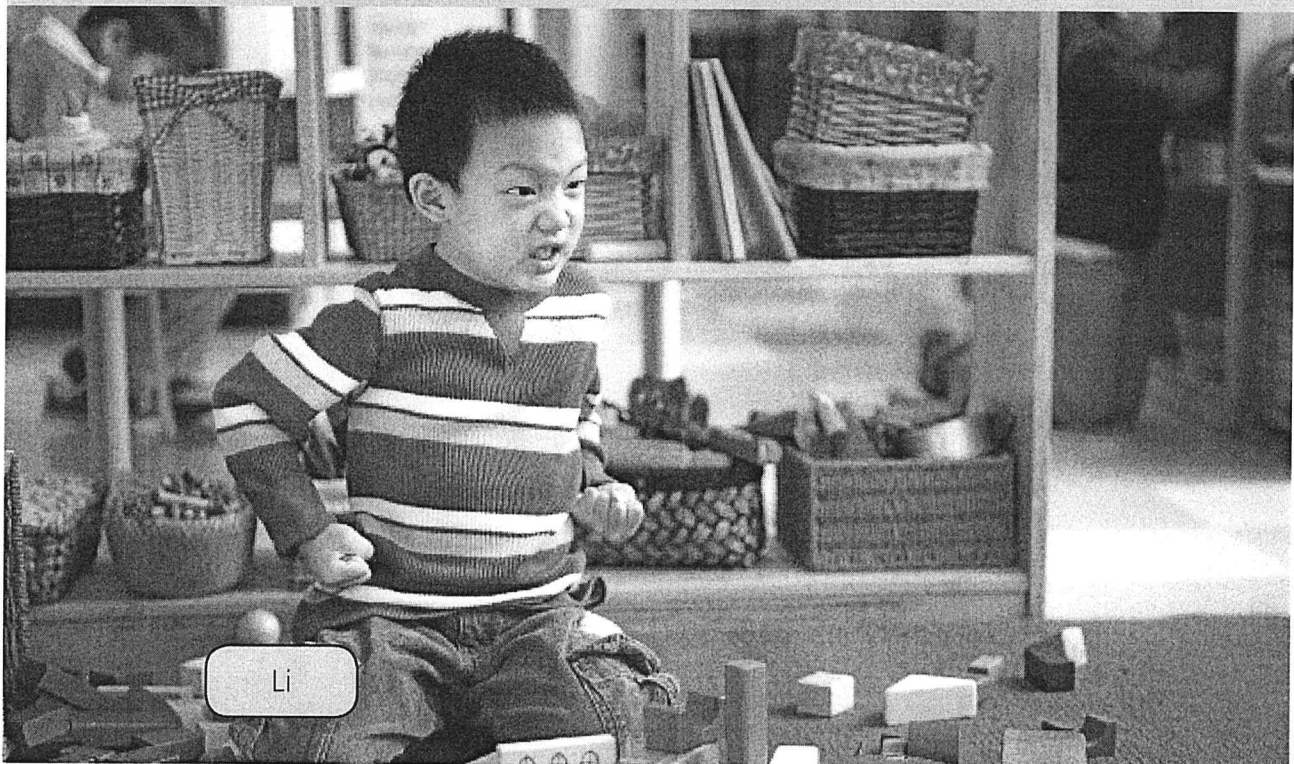
**Play Time**

Play a game with your child to practice using clues to tell how someone feels. Review the feelings your child has learned: happy, sad, scared, surprised, and angry/mad.

Say: **We're going to play The Feeling on My Face. We'll take turns making "feeling faces." The other person will use clues to guess the feeling.**

After taking turns playing, say: **Now I'll tell you about a time when something made me feel happy, sad, scared, surprised, or angry. You will try to guess how I felt by what happened.**

**Story Time**



Li

This week's story is about Li. Two children ran by and knocked down Li's tower of blocks. Ask your child about this story.

- **What do you see in this photo?**
- **How is Li feeling?** (Mad/angry.)
- **How can you tell?** (By how he looks. His fists are clenched. His eyes are squinty. By what happened—his tower was knocked down.)

**Let's take turns making an angry face like Li's.** Look at each other's faces for angry clues.

**Tell me about a time when you felt angry.** Listen to your child's story.



Lesson Time

Your child is learning:

- To tell what is the same and what is different about two things
- That it's okay if people have different feelings about the same thing

Understanding that people may have different feelings about the same thing helps your child get along with others.

Play Time

Play a game with your child. Practice comparing your feelings and your child's feelings about the same event. Use events such as bedtime, tooth-brushing time, snack time, clean-up time, and story time.

Say: **We're going to play Do We Feel Different or the Same? We're going to pretend that it's time for \_\_\_\_\_.** Tell me how you feel about it. Then I will tell you how I feel about it. Then ask: **Do we feel the same or different?**

Story Time



This week's story is about Marisa and Shontal. They are having different feelings about riding a bike. Ask your child about this story.

- **What do you see in this photo?**
- **How is Shontal feeling?** (Happy.) **How can you tell?** (By her body. By the look on her face.)
- **How is Marisa feeling?** (Afraid.) **How can you tell?** (By her body. By the look on her face.)

**Now let's find things about us that are the same or different.** Look at the following with your child: eyes, hair, clothing, height, and so on.



**Lesson Time**

Your child is learning how to tell when something happens by accident. An accident is when we do something we didn't mean to do.

When something happens by accident, your child can:

- Say, "It was an accident. I didn't mean to \_\_\_\_\_. Are you okay?"
- Do something to help

Understanding that sometimes things happen by accident helps your child get along with others.

**Play Time**

Play a pretend game with your child to practice responding to accidents.

Say: **We're going to play a pretend game. We'll take turns pretending something happened by accident. Pretend I spilled milk on your drawing. Model what to say: It was an accident. I didn't mean to. Say how you'll help: I'll wipe it up.**

Take turns using other pretend accidents. Say:

- **You accidentally tore a page out of my book.**
- **I accidentally dropped your toy and it broke.**
- **You accidentally got mud on the floor with your dirty shoes.**

**Story Time**



This week's story is about Adam and Miles. Adam accidentally runs into Miles's bike. Ask your child about this story.

- **What do you see in this photo?**
- **How do you think Miles feels about being run into?** (Mad, surprised, sad.)
- **Did Adam mean to run into Miles?** (No. It was an accident.)
- **How do you think Adam feels?** (Sorry, surprised, sad.)

**Let's take turns practicing what Adam can say to Miles.** (It was an accident. I didn't mean to run into you. Are you okay?)



**Lesson Time**

Your child is learning that being kind to other people is a way to show we care about how they are feeling. He or she is learning how to be kind to others by:

- Listening to them
- Helping them

Understanding how to be kind helps your child get along well with others at school and at home.

**Play Time**

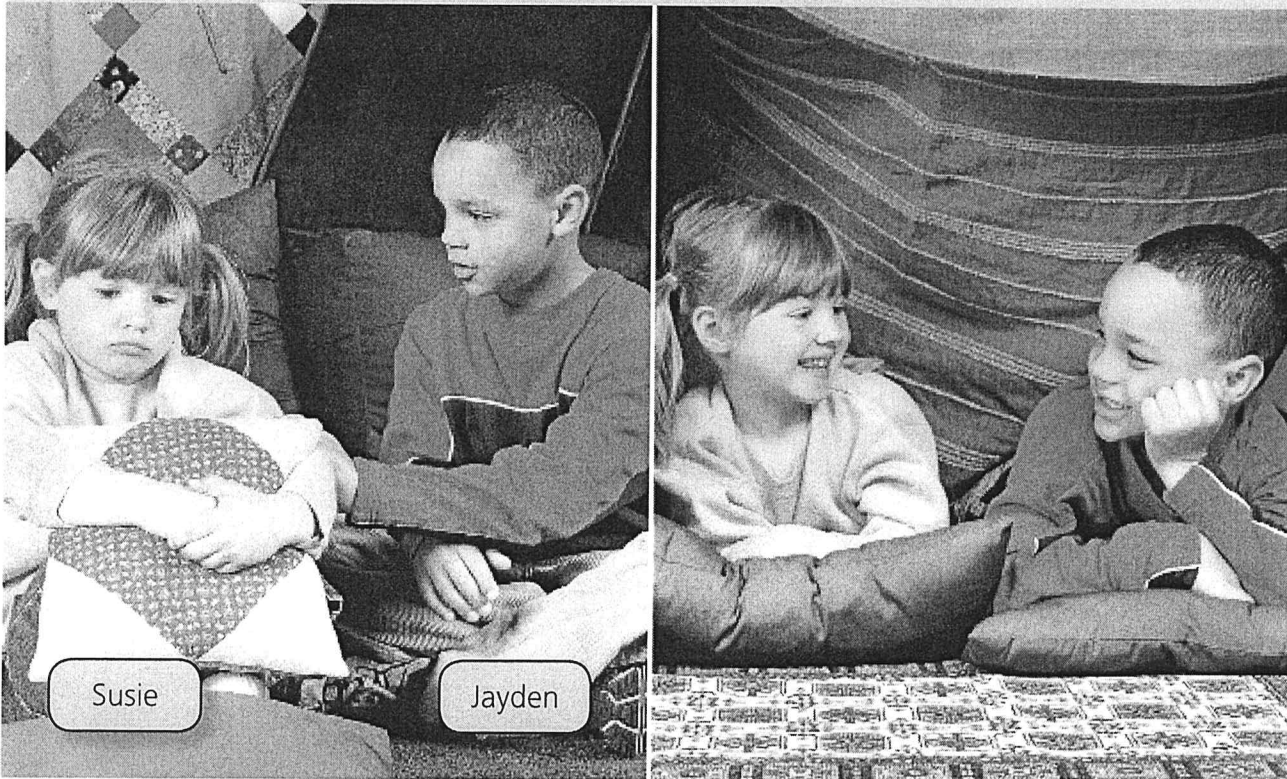
Play a game with your child to practice being kind.

Say: **We're going to play a game. We'll take turns pretending something sad happened. Pretend you hurt your foot.** Model what to say: **You look sad. Are you okay?** Wait for a reply. Then say how you'll help: **Let me put some ice on it.**

Take turns using other pretend events. Say:

- I lost my keys.
- A page is torn in your favorite book.
- My friend is sick.

**Story Time**



This week's story is about Susie and Jayden. Susie is sad because her friend doesn't want to play with her. Jayden helps Susie feel better. He says, "Let's play together," and offers to help her build a tent. Ask your child about this story.

- **What do you see in these photos?**
- **How can you tell Susie is sad?** (By the look on her face. By what happened—her friend didn't want to play with her.)
- **How was Jayden kind to Susie?** (He listened. He asked her to play. He offered to help her build a tent.)
- **How does Susie feel now?** (Happy.)

**Now let's pretend I'm Susie and you're Jayden. What is a kind thing you can say to me?** (Do you want to play with me? I can help you build your tent. It will be fun to play with you.)



**Lesson Time**

Your child is learning that we feel feelings in our bodies. He or she is also learning about feeling worried.

Children are learning these steps for when they feel worried:

- Put your hands on your tummy.
- Ask, “How is my body feeling?”
- Notice how your body feels. It may feel uncomfortable. Your tummy might hurt or your heart might beat quickly.
- Talk to a grown-up.

When your child is worried, talking to a grown-up can help him or her cope.

**Play Time**

Play a game with your child to practice what to do when feeling worried.

Say: **We are going to play I’m Worried. First think about something you sometimes worry about. Now say, “I’m worried.” Put your hands on your tummy and ask, “How is my body feeling?” Now tell me what you worry about.** Give your child an example of what you worry about: **I sometimes worry I will be late for work.**

Continue playing if your child has more than one thing he or she worries about.

**Story Time**



This week’s story is about Michael. Michael is waiting for his grandma to pick him up. She is late. Ask your child about this story.

- **What do you see in this photo?**
- **How is Michael feeling?** (Worried.)
- **How can you tell?** (By the look on his face. By his body—it looks like his tummy hurts. By what is happening.)
- **What can Michael do to feel better?** (Talk to a grown-up—his teacher.)

**Now let’s pretend you’re Michael and I’m your teacher. How can Michael tell his teacher what he’s worried about?** (I’m worried. My grandma is late. I wonder where she is.)



### Lesson Time

Your child is learning that sometimes he or she has strong feelings that are uncomfortable. Your child is also learning about feeling frustrated. Children can feel frustrated when they are trying to do something that is really hard.

Children are learning this step for when they feel frustrated: Put your hands on your tummy and say “Stop” to begin calming down.

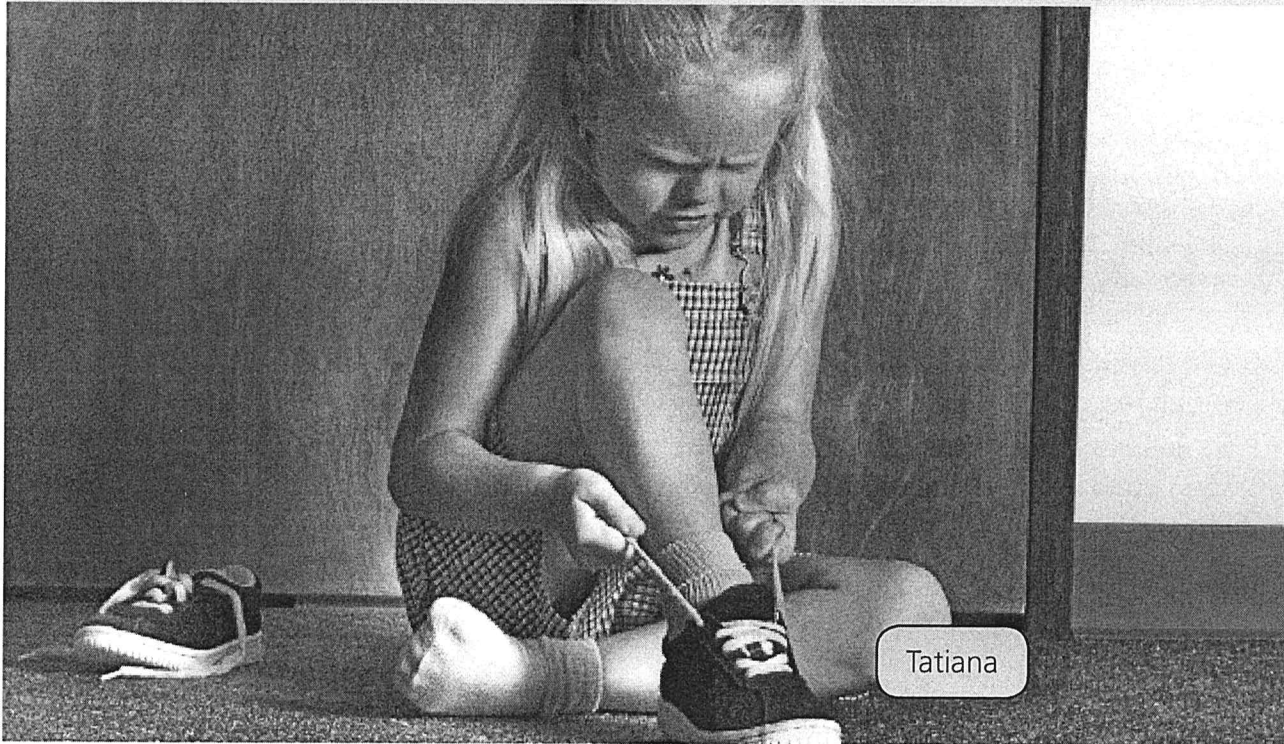
Knowing how to calm down helps your child learn at school and at home.

### Play Time

Play a game with your child. Practice calming down while trying to do something really hard, such as buttoning a coat, tying a shoe, or putting together a new puzzle.

Say: **We’re going to play Freeze! while you are buttoning your coat.** Explain the game. **You will start buttoning your coat. When I say “Freeze!” you stop, put your hands on your tummy, and notice if your body feels uncomfortable. If you are feeling frustrated, you say “Stop!” Then when I say “Go,” start buttoning your coat again.** Play the game while your child tries one or two difficult tasks.

### Story Time



This week’s story is about Tatiana. Tatiana is trying to tie her shoe. Ask your child about this story.

- **What do you see in this photo?**
- **How is Tatiana feeling?** (Frustrated.)
- **How can you tell?** (By the look on her face—she’s crying. By what she is doing—something really hard.)
- **What can Tatiana do to start calming down?** (She can put her hands on her tummy and say “Stop.”)

**Now let’s pretend you’re Tatiana. Show me what you can do to start calming down. Put your hands on your tummy and say “Stop.”**



**Lesson Time**

Your child is learning to name his or her strong feelings to help calm down. You can help your child practice calming down at home:

- Notice when your child is having strong, uncomfortable feelings.
- Say: **Put your hands on your tummy and say "Stop." Name your feeling.**

Sometimes it's hard for children to name their feelings. Talking to a grown-up helps.

**Play Time**

Play a game with your child to practice naming different feelings. Review the feelings your child has learned about: happy, sad, scared, surprised, angry, excited, worried, and frustrated.

Say: **Let's play Name the Feeling. Pretend this is happening to you: Someone calls you a mean name. How do you feel? You say, "I am feeling \_\_\_\_\_(mad, sad)."** Have your child name the feeling.

**Let's try another one!** Make up your own stories or use these:

- I am late to pick you up from school.
- It is your birthday today.
- You are trying to zip up your coat, but the zipper gets stuck.

**Story Time**



This week's story is about Gabe. Another child called Gabe some mean names. The teacher notices Gabe is having an uncomfortable feeling and helps him name his feeling. Ask your child about this story.

- **What do you see in this photo?**
- **How is Gabe feeling?** (Sad.)
- **How can you tell?** (By the look on his face. By his body—his head is down. By what is happening.)
- **How do you think Gabe will feel after he talks to his teacher?** (He will feel calmer.)

**Now let's pretend you're Gabe. Show me what you can do to start calming down. Put your hands on your tummy, say "Stop," and then say, "I'm sad."**



Lesson Time

Your child is learning that people can feel disappointed when they don't get what they want.

Belly breathing helps children calm down when they feel disappointed. Your child is learning how to do belly breathing:

- Put your hands on your tummy and pay attention to your breathing.
- Take a deep breath that makes your tummy move out when you breathe in and in when you breathe out.
- Breathe in slowly through your nose and out slowly through your mouth.

Knowing how to calm down helps your child learn at school and at home.

Play Time

Play a game with your child to practice belly breathing. You will need a mirror that your child can stand in front of or a hand mirror that you can hold in front of your child.

Say: **We're going to play Steam the Mirror. First stand close to the mirror. Put your hands on your tummy. Breathe in slowly through your nose. Then breathe out slowly through your mouth onto the mirror. What do you see?** The mirror should be steamed up with your child's breath. Let your child draw a picture, a letter, or a number in the steam.

Repeat several times.

Story Time



Camela

This week's story is about Camela. Camela wants to sit next to the teacher, but two other children are sitting there already. Ask your child about this story.

- **What do you see in this photo?**
- **How is Camela feeling?** (Disappointed.)
- **How can you tell?** (By the look on her face. By her body. By what is happening.)
- **What should Camela do to calm down?** (Put her hands on her tummy and say "Stop." Name her feeling: "I'm disappointed." Take belly breaths.)

**Now let's pretend we're Camela. Let's take some belly breaths together.** Breathe in slowly through your nose and out slowly through your mouth. Repeat a few times.





**Lesson Time**

Your child is learning how to calm down when he or she feels angry. He or she is also learning that everybody feels angry sometimes, but doing hurtful things when angry is not okay.

Children are learning to use these Calming-Down Steps when they feel angry:

- Put your hands on your tummy and say “Stop.”
- Name your feeling: “I am angry.”
- Take some belly breaths. Breathe in slowly through your nose and then out slowly through your mouth.

Knowing how to calm down helps your child learn at school and at home.

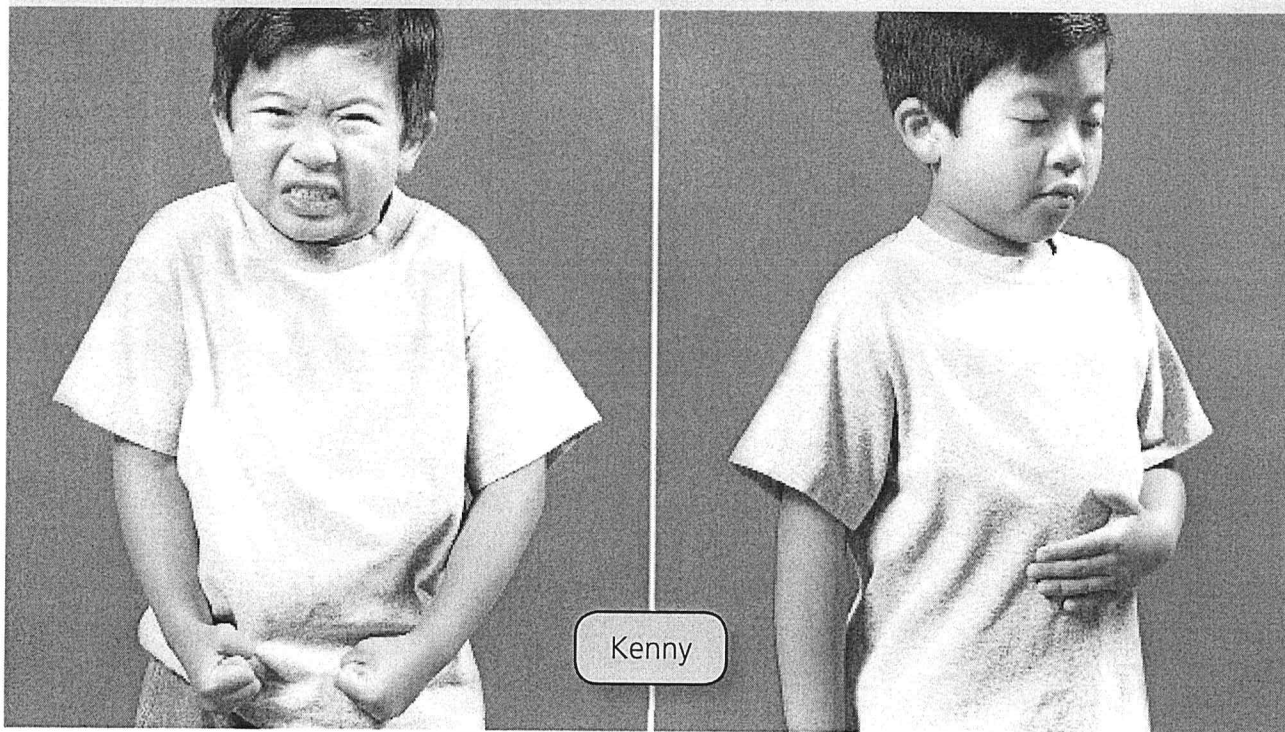
**Play Time**

Play a game with your child to practice calming down. Follow the Calming-Down Steps.

Say: **We’re going to play What’s Next? We will say and do the Calming-Down Steps four times. First we’ll say and do all the steps together. Say and do each step with your child. Now I will say and do the first two steps with you, and you will say and do the third step on your own.**

Each time you repeat the steps, have your child say and do one more step on his or her own.

**Story Time**



This week’s story is about Kenny. Another boy grabs a toy from Kenny, and he gets angry. Then Kenny calms himself down. Ask your child about the photos.

- Point to the left-hand photo and ask: **What do you see in this photo?**
- **How is Kenny feeling?** (Angry.)
- **How can you tell?** (His gritted teeth. His frown. His clenched fists.)
- Point to the right-hand photo and ask: **What do you see in this photo?** (Kenny is taking belly breaths.)

**Now let’s pretend you’re Kenny and I’m your teacher. Show me how Kenny calms down. Then tell me what happened.** Have your child say “Stop. I’m angry,” belly breathe, and then tell you what happened.



Lesson Time

Your child is learning how to wait. Calming down and then doing something quiet helps your child wait. Counting things is a quiet thing your child can do while waiting. This helps your child stay calm and not disturb others.

Knowing how to wait helps your child learn at school and at home.

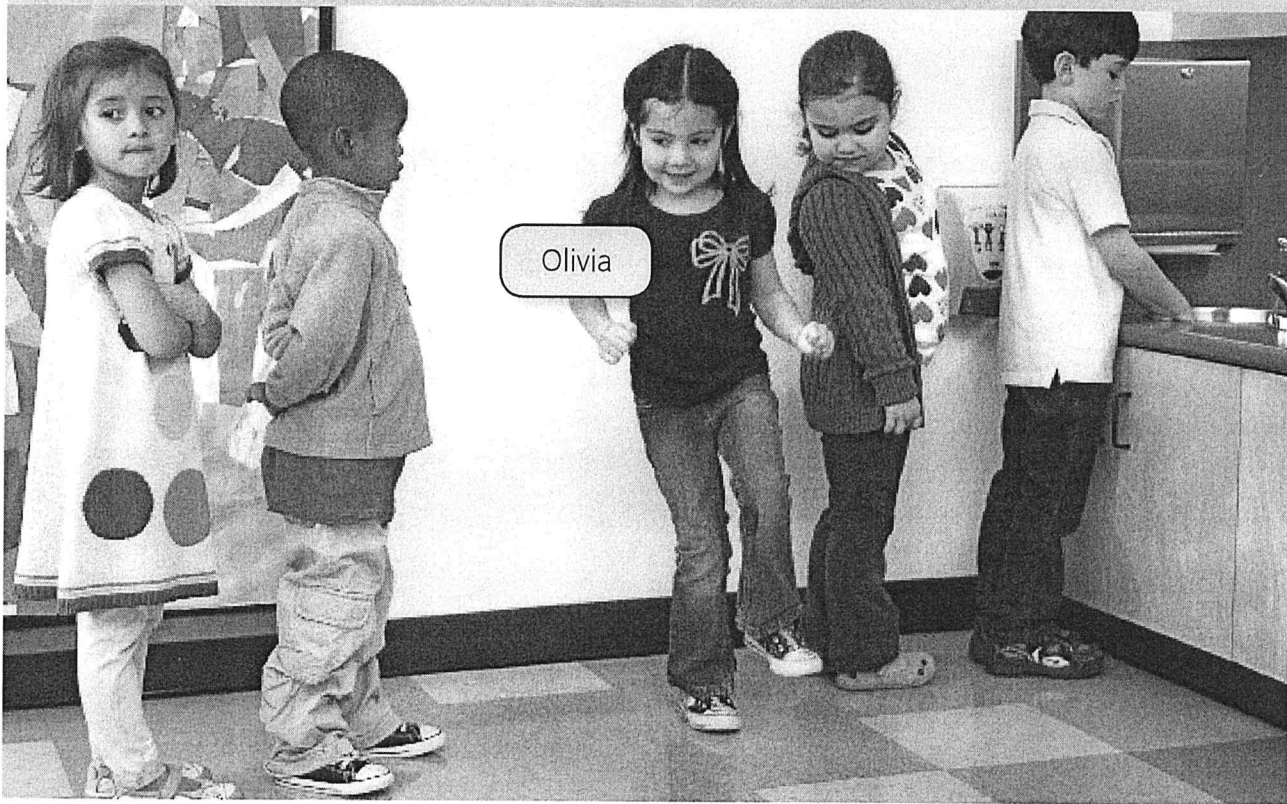
Play Time

Play a game with your child to practice waiting.

Say: **We're going to play Wait and Count. You will wait here while I walk into the kitchen and back** (or into any other room or place in your home). **While you wait, count all the red things you see. When I leave, start counting.** Walk to the other room and come back. When you return, ask: **How many red things did you count?**

Take turns being the one who counts. Continue to play, counting items of other colors or shapes.

Story Time



This week's story is about Olivia. Olivia is having trouble waiting in line. She is hopping on one foot and bumping into the other children. Ask your child about this story.

- **What do you see in this photo?**
- **How is Olivia feeling?** (Excited, impatient, silly.)
- **How can you tell?** (By her body. By what is happening.)
- **What can Olivia do to help her wait?** (Calm down. Belly breathe. Find things to count.)

**Let's pretend we're Olivia. Let's belly breathe together and then count things of the same color in the room.** Breathe in and out slowly. Then pick a color and count all the things of that color in the room.



**Lesson Time**

Your child is learning three Fair Ways to Play:

- Play together: children play together with a toy
- Trade: children switch toys
- Take turns: one child gets a turn with a toy, and then the other child does



**Play Time**

Play a game with your child to practice taking turns—one of the Fair Ways to Play. Play this game while you are making food that you have to mix or stir, such as batter. Or take turns with a task, such as putting napkins and forks on the table.

Say: **We're going to play My Turn, Your Turn while we mix up this batter. I will stir the batter five times. Count out loud while you stir. Then you will ask me, "May I have a turn stirring, please?" Then it will be your turn to stir.** Repeat until the batter is completely mixed.

Knowing how to play fairly helps your child make friends at school and at home.

**Story Time**



This week's story is about Kara and Tim. Both children want to play with the cash register. Ask your child about this story.

- **What do you see in this photo?**
- **Is it fair for Kara to keep Tim from playing with the cash register? (No.) How might Tim feel?** (Sad, angry.)
- **What can Kara and Tim do?** (Take turns. Trade. Play together.)

**Now let's pretend you're Tim and I'm Kara. Practice asking me to play together.** (Can we play together with the cash register?)

## Early Learning Unit 4

### Week 20: Having Fun with Friends



#### Lesson Time

Your child is learning to choose to have fun with friends rather than to get his or her own way. Children have fun when they play in fair ways.

The Fair Ways to Play are:

- Play together
- Trade
- Take turns

Understanding that having fun and playing fairly are more important than getting your own way helps your child get along better with other children.



#### Play Time

Play a game with your child to practice the Fair Ways to Play. Set out two simple kitchen items, such as a plastic container and a pot. Use the Fair Ways to Play to play with the objects.

Say: **We're going to use the Fair Ways to Play to play a game with these kitchen things. First let's play with the plastic container together.** Turn over the container and pretend it's a drum. Play the drum together. **Now let's take turns playing the drum. I'll go first. While you wait for your turn, play with the pot.** Take turns playing the drum. **This time, let's trade.** Trade kitchen items with your child.

#### Story Time



This week's story is about Rico and Dakota. They both want to be the doctor. They are arguing with each other. Ask your child about this story.

- **What do you see in this photo?**
- **How are Rico and Dakota feeling?** (Angry, frustrated, upset.) **What can they do to calm down?** (Put their hands on their tummies and say "Stop." Name their feelings. Take belly breaths.)
- **What is a fair way Rico and Dakota can play and both have fun?** (Both be doctors. Take turns being the doctor.)

**Now let's pretend you're Rico and I'm Dakota. Let's ask each other to play in a fair way.** (Do you want to take turns being the doctor?)



Lesson Time

Your child is learning how to invite others to play. Inviting others to play is a good way to make friends.

When children invite others to play, they:

- Use a friendly voice
- Ask, “Do you want to play with me?”

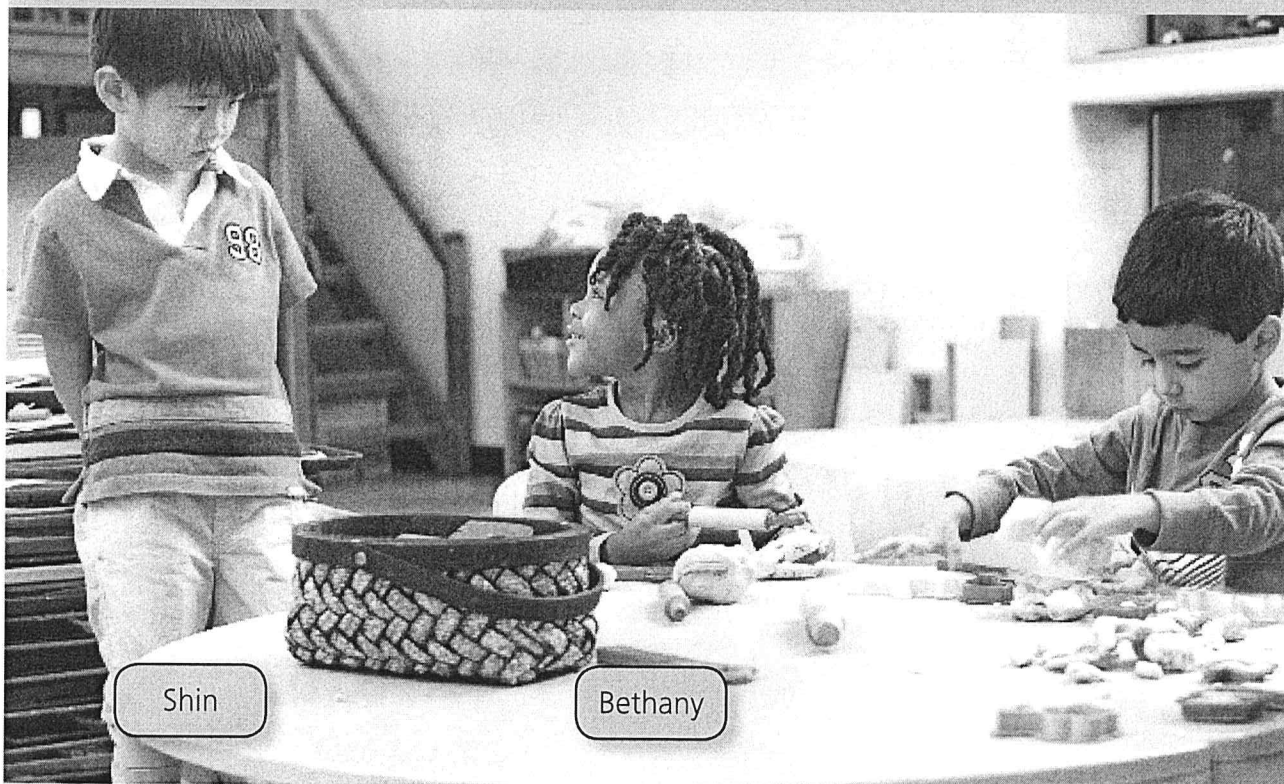
Noticing children who are not playing with anyone and inviting them to play helps everyone feel included at home and at school.

Play Time

Play a game with your child to practice inviting others to play.

Say: **We’re going to play Telephone. We each have our own pretend phone. First I’m going to pretend to call you and invite you to play with me.** Make a call on your pretend phone. Make a ringing sound. When your child answers his or her pretend phone, say: **Hello, \_\_\_\_\_! I am going to play a game. Would you like to play with me?** Talk to each other on your pretend phones. Say good-bye and then have your child call you and invite you to play.

Story Time



This week’s story is about Bethany and Shin. Shin is watching Bethany and some other children play with play dough. Ask your child about this story.

- **What do you see in this photo?**
- **Does Bethany see Shin watching her play? (Yes.) Do you think Shin wants to play too? (Yes.)**
- **What should Bethany do? (Invite Shin to play with her.)**

**Now let’s pretend you’re Bethany and I’m Shin. What could you say to me to invite me to play? (Do you want to play with play dough with me?)**



**Lesson Time**

Your child is learning how to join others in play.

Children are learning these steps for joining others in play:

- Wait and watch what others are doing and then say, “That looks like fun. What are you doing with the \_\_\_\_\_?”
- Give ideas for play that help them join.
- Ask, “May I play too?” in a friendly voice.

Knowing how to join others in play helps your child feel included and have a sense of belonging.

**Play Time**

Play a game with your child to practice coming up with ideas for play. Use simple kitchen items or toys your child already has. Choose one or two items or toys to play with at a time.

Say: **We’re going to play What Can We Play? We will take turns thinking of ideas for playing with these things. I will go first. Let’s be cooks and mix up a cake with this bowl and these spoons.** Play for a few minutes. Then ask: **What is your idea?** Play together for a while. Continue taking turns coming up with ideas for playing with other items.

**Story Time**



This week’s story is about Allison. She wants to join some other children in their play. Ask your child about this story.

- Point to the left-hand photo and ask: **What do you see in this photo?**
- **How is Allison feeling?** (Wanting to play. Curious. Alone. Lonely.)
- Point to the right-hand photo and say: **Allison is now playing with the other children. What do you think she did to get to join in?** (Watched what the children were playing. Talked about it. Gave an idea for their play. Asked if she could play too.)

**Now let’s pretend you are Allison and I am one of the other children. What can you say to join in our play?** (That looks like fun. You could use the shovels. May I play?)



**Lesson Time**

Your child is learning to solve problems. The first Problem-Solving Step is, “Say the problem.” Use words to say what the problem is.

Your child is also learning to calm down strong feelings before solving problems.

Knowing how to use words to solve problems instead of hitting or grabbing helps your child get along with others and learn at home and at school.

**Play Time**

Play a game with your child to practice using words to describe simple problems.

**Say: We’re going to play What’s the Problem? I’m going to try to do something. But there will be a problem! Use your words to tell me what the problem is.**

Make up your own problems or use these:

- Put water in a bowl. Then use a fork to try to sip it.
- Try to open a can with a spoon.
- Try to fit a large utensil into a too-small container.
- Try to put your right shoe on your left foot.

**Story Time**



This week’s story is about Nora and Talik. Nora wants the dump truck, but Talik got it first. They are arguing. Nora wants to grab it. Ask your child about this story.

- **What do you see in this photo?**
- **Before Nora and Talik try to solve their problem, what should they do?** (Calm down their strong feelings.)
- **What is the first step they should take to solve their problem?** (Use their words to say what the problem is.)

**Now let’s pretend we are Nora and Talik. What words can we use to say our problem?** (We both want to play with the dump truck.)



**Lesson Time**

Your child is learning the second Problem-Solving Step, “Think of solutions.” Come up with lots of safe ideas to solve the problem.

Knowing how to solve problems in safe ways helps your child get along with other children and make friends. Children who calm down and solve problems in safe ways become better learners at school.

**Play Time**

Play a game with your child to practice thinking of solutions. Use a small jar as an “idea jar.” Use pennies or other small items to represent the ideas.

Say: **We’re going to play the Think game. I’ll say a problem. You think of lots of safe ideas to solve the problem. For each of your ideas, I will put a penny in the “idea jar.”** Play the game throughout the week. At the end of the week, count how many ideas your child thought of.

Use a real problem, make up your own, or use one of these:

- **You can’t reach a book on a high shelf.**
- **Your ball rolled under the bed and is stuck.**
- **You can’t find your favorite socks.**

**Story Time**



This week’s story is about Riley and LaDonna. They have a problem. They both want to wear the firefighter clothes. Ask your child about this story.

- Point to the left-hand photo and ask: **What do you see in this photo?**
- **What should Riley and LaDonna do to solve their problem?** (Calm down. Say the problem. Think of solutions.)
- Point to the right-hand photo and ask: **What do you see in this photo?**

**Now let’s pretend we’re Riley and LaDonna. What are some safe solutions to our problem?** (Take turns. Play something else.)



# Early Learning Unit 4

## Week 25: Speaking Up Assertively



### Lesson Time

Your child is learning to be assertive and speak up in a strong and respectful voice when:

- Needing or wanting something
- Being treated in a mean or unsafe way
- Solving problems

Knowing how to speak up assertively helps your child say what he or she needs or wants at home and at school. Speaking up helps your child solve problems in safe ways.

### Play Time

Play a game with your child to practice speaking up assertively. Select three of your child's small toys or three simple kitchen items. Set the three toys or items on a table.

Say: **We're going to play Please Give It Back. I'm going to take one of these toys and put it under the table. You need to watch which toy I take. Then you say, "You took away my \_\_\_\_\_. I want you to give it back, please."** Play the game, taking away a different toy or item each time.

### Story Time



This week's story is about Zak and Gina. Zak is angry because Gina painted on his paper. Ask your child about this story.

- **What do you see in this photo?**
- **Zak is having strong feelings. What should he do before he speaks up?** (Calm down.)
- **What is the problem?** (Gina put paint on Zak's paper.) **Was that a respectful thing to do?** (No.)

**Now let's pretend you are Zak and I am Gina. What can you say to me in a strong, respectful voice?** (Stop that! I don't want you to paint on my paper.)