Preschool & Transitional Kindergarten

Arts integrated Social Emotional Learning

Created by Colleen Smith and Jenée Villalobos

Fun Take home activities for the whole family!
Dear Teachers,

This easy-to-read and use flip book resource is intended to be used as a take-home activity system for families and their children enrolled in preschool or transitional kindergarten to promote arts integrated Social Emotional Learning (SEL). While this system was developed as a complimentary resource for the Second Step, SEL Curriculum, Second Step is not required and can be sent home as a separate system. The flip books and backpacks with materials can also be distributed and used by childcare providers, or as a resource for you to use during classroom activities.

It is recommended that early in the school year, preferably during a “Back to School Night® or during a face to face meeting with parents, you introduce the resource and the organization of the flipbooks to be sent home. You may use the first “Welcome® flipbook as an introduction to the goals and the intentions of how to use the system. It is also recommended that you establish a systematic approach in putting packs together, the distribution of back packs, as well as a way of keeping track of the inventory of backpacks, activity materials and flipbooks.

Throughout the year, we encourage you to monitor the implementation of the take homes system, and review the parent questionnaires as parents turn them in. Make adaptations as needed for specific students and/or families. Encourage and celebrate when families complete each flipbook!

Please use this take home-system and make it your own! Take ownership of it and allow families to do the same! Understand that activities DO NOT need to be accomplished verbatim. The goal is to allow families to use arts exploration to gain knowledge in social emotional learning while at the same time use the system as a vessel to encourage family connections.

It is our hope that this take-home system provides fun filled and engaging activities that will encourage arts integrated social emotional learning as well as strengthen family bonds. We also hope that with this take-home system, parents will be encouraged to take an active role in their young child’s learning during their educational career. We wish you lots of fun and hope that you see this system as a great tool for you and your students' families!

Sincerely,

Jenée Villalobos and Colleen Smith
Arts Integrated
Social emotional Learning

Welcome, Introductory Flipbook!

Unit 1: Skills for Learning
Listening
Focusing attention
Using Self Talk

Unit 2: Empathy
Identifying own and others’ feelings
Taking Others’ perspectives
Showing care and concern for others

Unit 3: Emotion Management
Understanding Strong feelings
Identifying one’s own strong feelings
Calming down strong feelings

Unit 4: Friendship Skills and Problem-Solving
Fair Ways to Play
Calming down before solving a problem
Finding Solutions and being Assertive

Picture samples of flip books and materials
Preschool & Transitional Kindergarten
Arts integrated Social emotional Learning

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Fun Take home activities for the whole family!

Note:
• Print onto the desired colored paper and cut along the printed black line.
We have a ton of fun stuff for you!

Our fun take home activities will include:

• A back pack filled with social emotional learning activities to do with your child!

• All the materials you need to complete the activities!

• Information on how to find more arts integrated social emotional learning activities!

Note:

• Print onto the desired colored paper and cut along the printed black line.
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Our Goal

• Family Engagement
• Improve Social-Emotional Skills
• Learn through experiences
• Create lasting memories

How
• Through arts integrated and social emotional learning activities

Have fun with it!!!

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Social and emotional learning (SEL) is the knowledge, and behaviors that is needed to understand and manage emotions, set positive goals, feel empathy for others, engage in positive relationships, and solve problems in an effective way.

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What is “Integration of the Arts” in Social Emotional Learning?

Using the Arts as a foundation and allowing artistic exploration to promote in Social Emotional Learning

Arts integration:

• leads to deeper learning and increased student engagement.
• Promotes analytical and critical thinking.
• Addresses multiple learning styles, multiple intelligences
• Addresses the needs of every student.

Integregation of the ARTS

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Arts Integrated Social emotional learning meets our Preschool Learning Foundations!

Social Emotional Development: Self

3.0 Social and Emotional Understanding: Seek to understand people’s feelings and behavior

4.0 Empathy and Caring: Demonstrate Concern for the needs of others and people in distress

Visual Art:
1.0 Notice, Respond, and Engage
2.0 Develop skills in visual art
3.0 Create, invent and express through visual art

Music:
1.0 Notice, respond and engage
2.0 Develop skills in music
3.0 Create, invent and express through music

Drama:
1.0 Notice, respond and engage
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Preschool Learning Foundations

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Parenting Toolbox: 125 Activities Therapists Use to Reduce Meltdowns, Increase Positive Behaviors & Manage Emotions
by Dr. Lisa Phifer, Laura Sibbald, Jennifer Roden

Social Skills for Kids: Over 75 Fun Games & Activities for Building Better Relationships, Problem Solving & Improving Communication
by Janine Halloran

English for Child Development: Language Skills for Parents and Providers
by Marianne Brems, Marsha Chan, et al.

Art Therapy and Creative Approaches for Children With Autism: A Guide for Parents and Professionals
by Pamela Ullmann

Parent resources

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Adaptations: Every child has their own unique learning style. Your child may need to see, hear directions and communicate in another way. Please consider your child’s needs and the use of adaptations. Listed below are a few suggested adaptations

If you need help on how to use the adaptations, please do not hesitate to ask your child’s teacher.

**Assistive devices**: if needed (i.e. PECs books, communication device, communication pointing boards) to allow them to participate in the activity and conversations.  

**Picture activity schedule**: visual of step by step directions to allow your child to see what steps to take, and to provide a visual of the start and finish of the activity.  

**keep sensory/fidgets** needs readily available to provide sensory input (i.e. weighted vests, chewy necklaces, trampolines)

Allow your child to **take a break** and come back to the activity if they request it.

Provide **flexible seating/boundary arrangements**.

**Token economy/system**

Provide **choices to allow independence** and self-direction of activities.
Note:

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Listening

In these activities we will work on

* Making others feel they belong and you care about them.

* Following Listening Rules to help everyone learn.

Unit 1: Skills for Learning: Listening

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Welcoming Greeting Chant

When someone new enters the room, it is always nice to make them feel welcomed. It helps to show that you care.

Directions:

1. Practice this rap/chant with your entire family. Start with just you in the room.

2. Call your child to the room. Rap/chant out the Happy You’re Around tune when your child enters the room.

3. Continue doing this when each member of your family enters the room.

4. Don’t forget to have them choose movements.

Happy You’re Around
We’re so happy _______’s_ around

Get down! Get down!
We’re so happy _______’s_ around

Get down! Get down!
(Move the way that _________ moves for 12 beats. Repeat with someone new)

Music and movement:
Welcoming greeting!

Note:
- Print onto the desired colored paper and cut along the printed black line.
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Materials provided:
4 listening cue cards
4 sheets of construction paper with blank faces
Crayons

Directions:
• Teach your child the 4 cues for listening (eyes watching, ears listening, voices quiet, bodies still/calm)
• Talk about why listening with your whole body is important.
• With the 4 blank faces, help your child create what each would look like. Hang them in the house somewhere as a reminder when you need your child to listen.

Note:
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Live, Love, Listen- Play Telephone!

Materials provided:
String or yarn
Empty fruit cups, aluminum cans or Styrofoam cups

Directions:
1. Color or paint the cups.

2. Poke a hole through the bottom of the cup and thread your yarn through the bottom. Repeat with the second cup and have your kids (or you and your child) stand on opposite ends of the hallway, pulling the yarn tight between the cups.

3. Have one person whisper a message into the cup. The person at the opposite end of the hallway should be able to hear it as the soundwaves travel down the string. It may take a couple of attempts.

4. Give your child specific directions through the telephone and see if he/she can perform the task. Ex.: Jump 3 times, tell me you love me, giggle in a whisper.

Visual arts and Movement:
Live, Love, Listen-Play Telephone

Note:
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Red light, Green Light!

Why Should I Listen?
By Claire Llewellyn

https://www.youtube.com/watch?v=a-npmDGK1Dc

Yes, I Can Listen!
By Steve Metzger

Blocks listening game: Give your child instruction as to where to place certain blocks to create a block masterpiece!

Fun Books and more activities

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Preschool learning foundations (PLF):

Social Emotional Development: Self
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When children are able to self regulate they are able to

• Pay attention.
• Use their memory
• Control their behaviors

Students with high self regulation skills are more likely to

• Have better academic skills
• Graduate from high school
• Avoid aggression

Preschool Learning Foundations Why It Matters

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**Assistive devices** if needed (i.e. PECs books, communication device, communication pointing boards) to allow them to participate in the activity and conversations.

**Picture activity schedule**/ visual of step by step directions to allow your child to see what steps to take, and to provide a visual of the start and finish of the activity.

**keep sensory/fidgets** needs readily available to provide sensory input (i.e. weighted vests, chewy necklaces, trampolines)

Allow your child to **take a break** and come back to the activity if they request it.

Provide **flexible seating/boundary arrangements**.

**Token economy/system**

Provide **choices to allow independence** and self-direction of activities.

**Note:**
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Please share your experience! (tear off and return to teacher):

Name: ___________________________ Child’s name: ___________________________

• How did you like this unit? (circle one):
  I liked it a lot 😊 It was OK 😊 I did not like it 😞

• Do you feel like your student was engaged with these activities?:
  He/she was engaged:
  the whole time Some of the time Not at all

• Did you do all of the activities? (circle one):
  all Some none

• Which was your favorite activity? (circle one)
  Music and Movement: Welcoming Greeting Chant!
  Visual Arts: Listening Cues!
  Visual arts and Movement: Telephone Game

• Did you have fun? (Circle one): Yes no a little

• Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)

• Would you like to write down or print a picture of you and your kiddo working on your favorite activity?

Unit 1: Skills for Learning
Listening
Parent Questionnaire
Note:

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Focusing attention

In these activities we will work on

*Using our whole body, such as our eye, ears, and brain to pay attention and focus

Unit 1: Skills for Learning

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Our Goal

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Dance, MOVE, FREEZE!

Focusing your attention and practicing self control by dancing EVEN when there is still MUSIC playing!!

Directions:

• Play music and dance around, move and wiggle your bodies. After a few seconds, maybe a minute or two, yell out, “Freeze!” Then EVERYONE FREEZES, even with the music still playing!

• This can be a difficult because your child will want to dance to the music! The goal is to practice self-control, and learn that we can keep our bodies still when we need to.

• After a few seconds, yell out, “Melt!” and then allow your child to move again.

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**I SPY...**

I Spy bottles are a great way for little ones to use their eyes, and learn to focus on items they are looking for!

**Materials:**
- Rice
- Charms, buttons, small toys, and beads
- Clear bottle
- Dry erase marker
- Picture menu of items to attach to bottle
- Optional (hot glue gun)

**Directions:**
1. **Pour rice** to the halfway mark of the bottle.
2. Add several of the **charms or small objects** to the bottle
3. **Add more rice** and leave a little room from the top to allow the items to shift around when shaken.
4. **Attach the picture menu to show your child what items to look for in the bottle.** Use a dry erase marker to cross the picture out once the object has been spotted!

**Visual Arts**

**I SPY...**

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What Sound is That?

Listening games are a great way to experience items that create sound and using our ears and the rest of our body to focus and pay attention to sounds being made.

Directions:

1. Blindfold your child.
2. Walk around the room and make noises with various everyday items.
3. Ask your child what item in the room made the sound they heard.
4. Take turns and have your child make the sounds.

Make sounds such as:
- open the refrigerator door
- switch on the blender
- Sweep the floor
- Fluff a pillow
- Take a bite from an apple
- tap the window

Music:
What Sound is That?

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Fun Books and more activities

Howard B. Wigglebottom Learns to Listen
by Howard Binkow and Susan F. Cornelison

Breathe Like a Bear: 30 Mindful Moments for Kids to Feel Calm and Focused Anytime, Anywhere
by Kira Willey and Anni Betts

Hasbro Gaming Perfection Game, Multicolor

eeBoo I Never Forget a Face Memory Matching Game for Kids

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Why It Matters

When children are able to self regulate they are able to

• Pay attention.
• Use their memory
• Control their behaviors

Students with high self regulation skills are more likely to

• Have better academic skills
• Graduate from high school
• Avoid aggression.

Preschool Learning Foundations

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Allow your child to **take a break** and come back to the activity if they request it.

Provide **flexible seating/boundary arrangements**.

**Token economy/system**

Provide **choices to allow independence** and self-direction of activities.

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**Adaptations**

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Please share your experience! (tear off and return to teacher):

Name: ___________________________ Child’s name: ___________________________

• How did you like this unit? (circle one):
  I liked it a lot 😊  It was OK 👍  I did not like it 😞

• Do you feel like your student was engaged with these activities?: He/she was engaged:
  the whole time  Some of the time  Not at all

• Did you do all of the activities? (circle one):
  all  Some  none

• Which was your favorite activity? (circle one)
  Creative movement: Dance, Move FREEZE!
  Visual Arts: I SPY...
  Music: What Sound is That?

• Did you have fun? (Circle one): Yes  no  a little

• Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)

• Would you like to write down or print a picture of you and your kiddo working on your favorite activity?

Unit 1: Skills for Learning
Focusing attention
Parent Questionnaire
Preschool & Transitional Kindergarten
Arts integrated
Social emotional Learning
Unit 1: Skills for Learning
Using Self Talk

Note:
• Print onto the desired colored paper and cut along the printed black line.
**Using self-talk**

In these activities we will work on

* Speaking to ourselves out loud in a quiet voice or inside our heads.

* Understand that self talk helps us focus our attention and to remember directions or what to do.

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**Unit 1: Skills for Learning**

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Sing myself a song!

When it's hard to wait or when we need to remember rules, writing a piggy back song about what to do is a great way to teach self talk!

Your child can sing a song to herself/himself when they are put in the situation where they need to remember what to do next.

**Directions:**
1. Write down the rules to a situation (i.e. waiting patiently)
2. Pick familiar tune
3. Combine the rules with the tune
4. And you have your SONG!

When the Bell Rings

(To the tune of London Bridge is Falling Down)

When the bell rings
Stop what I'm doing,
Walk to our line.
No crying.

When the bell rings
It's back to class
To have some fun!

Music:
Sing myself a song!

Note:
- Print onto the desired colored paper and cut along the printed black line.
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I am Me!

Materials provided:
Water color paint
Cardstock

Directions:
• Have your child **water color the cardstock paper**
• **Talk about all of your great attributes** that you love about yourselves and of each other.
• **Write poems** for yourselves! Using the attributes you listed, fill out the blanks in the poem template!
• Write the finished poem onto the Cardstock and post the poem as a reminder of **how great you both are!**

I am Me!

I am _____
I am _____
I am______
I am______

That is ME!

And that is how I want to be!

**Poetry and Visual Arts**

I am Me!

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Self-Talk Bracelet

Materials provided:
Variety of Colorful beads
String

Directions:
1. Spread out the beads and start talking with your child about positive self-talk. Discuss what self-talk is and when you can use it.

2. Ask her/him how she/he feels when they hear positive self-talk statements. Show them how they can identify with these feelings during situations in school or at home.

3. Assign colors of beads to different positive statements and add them to the bracelet

4. When children wear their bracelet, they can see and feel the colors and remember positive thoughts!

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My Strong Mind
By Niels Van Hove

https://youtu.be/D9O0XCU5Xmg
A heartwarming family film sharing themes of love, acceptance, and having a positive self-image.

Listening with my Heart:
A story of kindness and self-compassion
By Gabi Garcia

The Magic of Me: My Magical Words
By Becky Cummings

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  - I liked it a lot 😊
  - It was OK 😊
  - I did not like it 😞

• Do you feel like your student was engaged with these activities?:
  - He/she was engaged:
    - the whole time
    - Some of the time
    - Not at all

• Did you do all of the activities? (circle one):
  - all
  - Some
  - none

• Which was your favorite activity? (circle one)
  - Music: Sing my self a song!
  - Poetry and Visual Arts: I am Me!
  - Visual arts: Self Talk Bracelet

• Did you have fun? (Circle one): Yes    no    a little

• Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)

• Would you like to write down or print a picture of you and your kiddo working on your favorite activity?

Unit 1: Skills for Learning
Using Self Talk

Parent Questionnaire
Note:

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Identify One’s own & others’ feelings

In these activities we will work on

* Learning feeling words
* Looking for clues on someone else’s face and body
* Focusing on what is happening

Unit 2: Empathy

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Feelings Face Hop

Materials provided:
Sidewalk chalk

optional: visual cards of feelings

Directions:
Draw faces with different emotions on the ground using the sidewalk chalk. Call out the emotions and an action and do the action to the emotion called out

For example:
“Skip to the Happy face!” Or “Stomp to the MAD face!”

After you have called out a few feelings and actions, see if your child can call some out. You can use this as a Turn taking game!

Note:
• Print onto the desired colored paper and cut along the printed black line.
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Read, listen and sing along to the book

**If you’re Happy and you know it**

retold by Steven Anderson

**Directions:**

Read and sing along to the book “If your Happy and Know it” retold by Steven Anderson

Change the song around and act out each emotion using your body, not just your facial expressions!

For example:

- **Happy:** smile, arms up and jumping
- **Mad:** Mad face, arms crossed, feet stomping
- **Sad:** crying face, hands wiping tears and body curled down.

“If you’re (emotion) and you **know it move like this**

If you’re (emotion) and you **know it move like this**

If you’re (emotion) and you know it then your body will really show it, if your (emotion) and you know it, move like this”

**Drama & music**

**If you’re happy and you know it dance like this**

**Note:**
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**sensory bottle: Feelings**

**Materials provided:**
- Clear sensory bottle
- Laminated pictures of various feelings depicted on children’s faces
- Water
- Glitter

**Directions:**

1. Carefully look at the pictures and talk about what you see on each child’s face.

2. Next, create a sensory bottle with the different items provided.

3. Pick out a few of the pictures and put them into the bottle.

4. Add glitter, sensory beads, and sequence into the bottle.

5. Add water to the bottle until it is about \( \frac{3}{4} \) to the top of the bottle and add 1 drop of food coloring.

6. Screw top of bottle on very tightly and shake the bottle to mix everything well.

Once it has been mixed, use this opportunity to talk about the different feelings that your child is sees floating in the bottle. You can ask questions such as, “how do you know she is happy/ sad”?

**Visual arts & sensory: Sensory Bottle**

**Note:**
- Print onto the desired colored paper and cut along the printed black line.
- Attach to the previous page of the flip book.
Feelings in a Jar
Everyone needs to know how to name and express feelings. Each jar holds 365 little slips printed with “feelings words”—gleeful, insecure, grateful, angry, cranky, courageous, hopeful, and many more. Pull a slip and act out the feeling, or invite someone else to act out the emotion. Use as discussion starters, journaling prompts, or icebreakers for groups.

Feelings and Faces
Feelings and Faces is a craft and game where children get to explore their feelings and the feelings of others through various everyday situations. A pretend play craft and game to encourage emotional development and introduce self-regulation while building social skills through play.

Fun Books and more activities

Note: Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Preschool learning foundations (PLF):

Social Emotional Development: Self
3.0 Social and Emotional Understanding: Seek to understand people’s feelings and behavior
4.0 Empathy and Caring: Demonstrate Concern for the needs of others and people in distress

Visual Art:
1.0 Notice, Respond, and Engage
2.0 Develop skills in visual art
3.0 Create, invent and express through visual art

Music:
1.0 Notice, respond and engage
2.0 Develop skills in music
3.0 Create, invent and express through music

Drama:
1.0 Notice, respond and engage
2.0 develop skills in drama
3.0 create, invent and express through drama

Dance:
1.0 Notice, respond and engage
2.0 develop skills in drama
3.0 create, invent and express through dance

Why It Matters
When children are able to understand and identify feelings

• They are able to put words and name their own feelings.

• They are able to start understanding that they are feeling a certain way and control their own reactions based on emotions.

• Have better social skills and exhibit less aggressive behaviors.

Students who are able to show empathy are able to

• make and keep friends.
• more likely to grow academically in a social setting such as in a school classroom.

Note: Print onto the desired colored paper and cut along the printed black line.
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Adaptations:

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**Assistive devices** if needed (i.e. PECs books, communication device, communication pointing boards) to allow them to participate in the activity and conversations.

**Picture activity schedule**/visual of step by step directions to allow your child to see what steps to take, and to provide a visual of the start and finish of the activity.

**keep sensory/fidgets** needs readily available to provide sensory input (i.e. weighted vests, chewy necklaces, trampolines)

Allow your child to **take a break** and come back to the activity if they request it.

Provide **flexible seating/boundary arrangements**.

**Token economy/system**

Provide **choices to allow independence** and self-direction of activities.

**Adaptations**

- Print onto the desired colored paper and cut along the printed black line.
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Please share your experience! (tear off and return to teacher):

Name: ___________________________ Child’s name: ___________________________

- How did you like this unit? (circle one):
  - I liked it a lot 😊
  - It was OK 😊
  - I did not like it 😞

- Do you feel like your student was engaged with these activities?:
  - He/she was engaged:
    - the whole time
    - Some of the time
    - Not at all

- Did you do all of the activities? (circle one):
  - all
  - Some
  - none

- Which was your favorite activity? (circle one)
  - creative movement: Feelings Face Hop
  - Drama & music: If you’re happy and you know it dance like this
  - Visual arts & sensory: Sensory Bottle: Feelings

- Did you have fun? (Circle one): Yes  no  a little

- Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)

- Would you like to write down or print a picture of you and your kiddo working on your favorite activity?

Unit 2: Empathy:
Identifying own and others’ feelings

Parent Questionnaire
Preschool & Transitional Kindergarten
Arts integrated
Social emotional Learning
Unit 2: Empathy:
Taking Others’ perspectives

Note:
• Print onto the desired colored paper and cut along the printed black line.
Taking Others’ Perspectives

In these we will work on

• Understanding that other people can have the same or different feelings about the same thing.

• Understanding that sometimes things can happen by accident

Note:
• Print onto the desired colored paper and cut along the printed black line.
Our Goal

• Family Engagement

• Improve Social-Emotional Skills

• Learn through experiences

• Create lasting memories

How

• Through arts integrated and social emotional learning activities

Have fun with it!!!

Our Goal

Note:

• Print onto the desired colored paper and cut along the printed black line.

• Attach to the previous page of the flip book.
Read the book: Today I Feel Silly: And Other Moods That Make My Day
Written by Jamie Lee Curtis

Materials provided:
Markers, colored pencils, crayons or paint.
Glue
Paper plates

Directions:
After reading the book, talk about the emotions people feel and why they may feel that way.

Use the art supplies provided and draw emotions on the paper plates. Then glue craft sticks onto the paper plates to make puppets.

Use the puppets to put on a puppet show acting out the different emotions

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Musical emotions game

Materials provided:
Emotions Cards
Free download from

Directions:
Lay the emotion cards on the floor to form a large circle
Put on some fun upbeat music and let your child walk, run, hop, jump, or dance from card to card.
Stop the music and then FREEZE!
Then take turns picking up the card you are standing on, or the card your child is standing on and (hiding it from their view) make a face or describe a situation where one might experience that feeling, and have them try to guess the feeling.
When you both have made your guesses, remove the card from the circle, start the music back up, and get moving again!
Repeat the cycle until all the cards have been used.

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
**Read:** Rosie's Glasses  
by Dave Whamond

**Materials provided:**  
Pipe cleaners  
Paint brushes and paints  
Paper

**Directions:**  
After reading the book with your child,  
Talk about how Rosie only saw grey and white colors when she was upset and not happy.

But after she found some glasses and put them on, it changed how she saw everything! Now that she was happy, she saw lots of color and everything looked brighter! Rosie changed her perspective! She changed how she saw everything around her!

- **Make glasses from the pipe cleaners.**
- **Put the glasses on and paint bright, happy pictures using the paints and paper.**

**Note:**  
- Print onto the desired colored paper and cut along the printed black line.  
- Attach to the previous page of the flip book.
Book: **The Way I feel**  
by Janan Cain

**Brybelly Feelings in a Flash - Emotional Intelligence Flashcard Game**

**My Feelings Game**  
Fun Educational Family Game to Help Kids Express Their Emotions and Learn self Regulation. Endorsed by Dr Temple Grandin and Other World Renown clinicians and Educators.  
by **Sensational Learners**

**Feelings Song for Children ♫**  
**Emotion Songs for Kids with Words ♫ by The Learning Station**  
https://youtu.be/ca8SUuG8vdA

**Fun Books and more activities**

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Dance
1.0 Notice, respond and engage
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3.0 Create, invent and express through dance

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Provide flexible seating/boundary arrangements.

Token economy/system

Provide choices to allow independence and self-direction of activities.

Note:
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Please share your experience! (tear off and return to teacher):

Name: ___________________________ Child’s name: ___________________________

• How did you like this unit? (circle one):
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• Do you feel like your student was engaged with these activities?:
  He/she was engaged:
    the whole time            Some of the time            Not at all

• Did you do all of the activities? (circle one):
  all                   Some                   none

• Which was your favorite activity? (circle one)

  Creative movement, drama & music: Musical emotions game  
  Visual arts: Rosie’s Glasses  
  Visual Arts & Drama: Today I Feel.

• Did you have fun? (Circle one): Yes  no  a little

• Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)

• Would you like to write down or print a picture of you and your kiddo working on your favorite activity?

  Unit 2: Empathy: 
  Taking Others’ perspectives

  Parent Questionnaire
Preschool & Transitional Kindergarten
Arts integrated
Social emotional Learning
Unit 2: Empathy:
Showing care and concern for others

Note:
• Print onto the desired colored paper and cut along the printed black line.
Showing Care and concern for others

In these activities we will work on

• Listening to others to show they care.

• Saying something kind or doing something to help someone else

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Our Goal

• Family Engagement
• Improve Social-Emotional Skills
• Learn through experiences
• Create lasting memories

How

• Through arts integrated and social emotional learning activities

Have fun with it!!!

Our Goal

Note:
• Print onto the desired colored paper and cut along the printed black line.
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Leonardo, the Terrible Monster
By Mo Willems
Read the book *Leonardo, the Terrible Monster* and talk about what qualities Leonardo had that made him and his friend Sam such good friends.

As you have the discussion, write the qualities down.

Use the qualities listed and fill in the sentences of the poem. For example, “A friend is *caring*” and write a poem

A friend is ________
A friend is ________
A friend is ________
I can be a Great Friend!

**Poetry:**

A friend is . . .

Note:
- Print onto the desired colored paper and cut along the printed black line.
- Attach to the previous page of the flip book.
Read
The Rainbow fish
by Marcus Pfister

Materials:
Water color paints
Circle scales with a hidden message.

Directions:
Read and talk about the book, The Rainbow Fish. Discuss how the Rainbow fish felt about his shiny scales and what did with them to show kindness towards the other fish.

Talk about showing kindness to others and how we too can share and use nice words to show others how we care about them.

have your child use the water color paints to reveal a hidden message on the scale sent to him/her from the Rainbow fish!

visual Arts
The Rainbow Fish shows kindness

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Do Nice, Be Kind, Spread Happy

Materials provided:
Cardstock, Paint, classroom list of names with school address, postcard stamp

Directions
1. Read the book Do Nice, Be Kind, Spread Happy
2. Talk about what it means to be nice and to send happiness. Then tell him/her you will make a postcard and send it to a friend to send happiness.
3. Paint and decorate the blank side of the postcard.
4. Have your child pick a friend from the classroom picture group of friends
5. When the art work has dried, on the back side of the postcard write the friend’s first name and the school address.
6. Have your child write a short message such as “Have a great day!” or he/she can state what message he/she wants you to write
7. Put a stamp on the top right hand corner
8. Take a walking trip to the mail box to mail your card.

Note:
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- Attach to the previous page of the flip book.
Fun Books and more

Note:

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1.0 Notice, respond and engage
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Why It Matters

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Adaptations:

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**Assistive devices** if needed (i.e. PECs books, communication device, communication pointing boards) to allow them to participate in the activity and conversations.

**Picture activity schedule**/ visual of step by step directions to allow your child to see what steps to take, and to provide a visual of the start and finish of the activity.

**keep sensory/fidgets** needs readily available to provide sensory input (i.e. weighted vests, chewy necklaces, trampolines)

Allow your child to **take a break** and come back to the activity if they request it.

Provide **flexible seating/boundary arrangements**.

**Token economy/system**

Provide **choices to allow independence** and self-direction of activities.

**Adaptations**

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**Note:**
- Print onto the desired colored paper and cut along the printed black line.
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Please share your experience! (tear off and return to teacher):

Name: ____________________________ Child’s name: ____________________________

• How did you like this unit? (circle one):
  I liked it a lot 😊 It was OK 🙃 I did not like it 😞

• Do you feel like your student was engaged with these activities?: He/she was engaged:
  the whole time Some of the time Not at all

• Did you do all of the activities? (circle one):
  all Some none

• Which was your favorite activity? (circle one)

  Visual arts: Send a little Kindness

  Poetry: A friend is... 

  Visual Arts: The Rainbow Fish shows kindness

• Did you have fun? (Circle one): Yes no a little

• Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)

• Would you like to write about or print a picture of you and your kiddo working on your favorite activity?

Unit 2: Empathy:
Showing care and concern for others

Parent Questionnaire
Note:
- Print onto the desired colored paper and cut along the printed black line.
Understanding strong feelings

In these activities we will work on

*Learning feelings words
*Learning that it is ok to have strong feelings
*Learning that everyone feels angry sometimes, but doing hurtful things when angry is not okay

Unit 3: Emotion Management

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Our Goal

Our GOAL is for your family to engage in activities that help your child recognize strong feelings and to learn strategies to calm those feelings. As a family, make some great memories as your child learns through these experiences!

Here are a few arts integrated, social emotional learning activities to help your child attain and improve his/her social emotional skills.

It is our hope that you and your child do these activities together to facilitate learning, and to most of all, use these skills in all areas of your child’s life.

Have fun with it!!!

Note:

• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
My many Colored Days

Materials provided:
Colored scarves

Directions:
1. Read through and discuss the story

2. Use props and/or movement to show the different colors and emotions. Use the colored scarves and when you read each color have your child hold the color scarf up.

3. At the end of the story, when it talks about days where all of the colors are mixed up, have your child hold up the color and move like the animal discussed on the page (like kicking their heels like the horse for red).

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Read
The Color Monster: A Story About Emotions
By Anna Llenas

**Materials:**
Playdough, googly eyes

**Directions:**
1. After reading the story talk about how the Color Monster wakes up feeling very confused because he feels angry, happy, calm, sad and scared all at once.

2. Discuss how he learns the names of each of his feelings and its colors. Then talk about and **dramatize your own emotions and their colors.**

3. Using the playdough and googly eyes, pick colors and **sculpt a monster** for emotions discussed.

4. Talk about what the monster looks like and ask your child why he/she chose that color for each emotion.

**Drama & Visual Arts:**
Sculpt a Color Monster

**Note:**
- Print onto the desired colored paper and cut along the printed black line.
- Attach to the previous page of the flip book.
Inside out Mixed Emotions

Materials provided:

- 1/2 cup clear glue
- 1/2 cup liquid starch
- Mini foam balls (various colors)
- 1/2 cup warm water

Directions:

1. Take some time and read the books from the Inside out box of mixed emotions. Discuss each emotion.

2. Talk about how emotions are all inside of us and we all have to take control of how we feel.

3. Make foam slime as a visual way to show how our feelings can be feel mixed up

4. Pour the clear glue and warm water in a bowl and mix.

5. Add in the liquid starch and stir. If it’s still liquidy, add more starch until it stretches.

6. Slowly pour in the foam balls and mix. Squish and scrunch until you get a slime consistency.

Note:

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Fun Books and more activities

Guidencraft Better Builders Emotions

The Boy with Big, Big Feelings
By Britney Winn Lee

A Little SPOT of Anger: A Story About Managing BIG Emotions
By Diane Alber

Tough Guys Have Feelings Too
By Keith Negley

Little Big Feelings
By Deb Mills

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1.0 Notice, respond and engage
2.0 Develop skills in dance
3.0 Create, invent and express through dance

Why It Matters
Children with the skills to manage strong emotions such as anger, worry, frustration and disappointment are more likely to:

• Get along with peers and make good choices.

• Cope with strong emotions and express them in socially acceptable ways.

• Be successful in the classroom.

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Provide **flexible seating/boundary arrangements**.

**Token economy/system**

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---

**Adaptations**

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Please share your experience! (tear off and return to teacher):

Name: ___________________________ Child’s name: ___________________________

• How did you like this unit? (circle one):
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• Do you feel like your student was engaged with these activities?:
  He/she was engaged:

  the whole time
  Some of the time
  Not at all

• Did you do all of the activities? (circle one):
  all
  Some
  none

• Which was your favorite activity? (circle one)

  Drama & Creative Movement: My Many Colored Days
  Drama & visual arts: Sculpt a monster
  Visual arts & sensory: Inside out mixed emotions

Did you have fun? (Circle one): Yes no a little

• Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)

• Would you like to write down or print a picture of you and your kiddo working on your favorite activity?

Unit 3: Emotion Management: Understanding Strong feelings

Parent Questionnaire
Unit 3: Emotion Management: Identifying one’s own strong feelings

Note:
- Print onto the desired colored paper and cut along the printed black line.
Identifying One’s own strong feelings

In these activities we will work on

• Learning how we feel feelings in our bodies.
• Understanding that some feelings are uncomfortable

Unit 3: Emotion Management

Note:
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Our Goal

• Family Engagement
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How

• Through arts integrated and social emotional learning activities

Have fun with it!!!

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Materials provided:
Paper plates, Blue and purple tempera paint
Foam paint brush, Brad fasteners, Glue
Large, googly eyes,

Directions:
1. Read and talk about the book. Then make a Pout Pout Feelings Fish.

2. Paint two plates, and glued eyes only on one plate then left them to dry

3. Once the plates are dry, attach the two plates together with a brad fastener.

4. Cut out a triangular section, roughly 1/3 of the plate, from the bottom of the front plate.

5. Then, using a marker, draw a pouting mouth, smiling mouth, and kissing mouth on the bottom plate, such that one mouth appears at a time as you spin the front plate.

Note:
• Print onto the desired colored paper and cut along the printed black line.
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Read the book
My Magic Breath: Finding Calm Through Mindful Breathing by Nick Ortner

Directions:
Read and follow along with the breathing prompts. Talk about how sometimes we all feel mad, sad, or worried. Practice using your magic breath.

Make a pin wheel and practice!

1. Use the Water color paints on the pin wheel template. Then let dry.
2. Once dry, cut along the diagonal lines.
3. Starting at the bottom, bring each left hand corner to the center and secure with a dab glue.
4. Take a tack and poke a hole through the center of the pinwheel and attach to the eraser of your pencil. Make sure not to pin it all the way in, because you want there to be a space for the pinwheel to spin.
5. Now practice your magic breath and make the pinwheel spin.

Note:
- Print onto the desired colored paper and cut along the printed black line.
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I am MAD

Materials provided:
Pictures of individuals who are Mad.

Directions:
1. Carefully look at the pictures and talk about what you see on each child’s face and body. Ask your child what he/she looks like when he/she is mad and what makes him/her mad.

2. Write down all the characteristics your child labels or describes as he/she looks at the emotion picture of Mad.

3. Write a poem together by filling in the blanks with the words your child labeled.

I am Mad

My face is _____

My hands are ____

My tummy feels _____

My voice is _____

I am Mad!

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
**You Get What You Get** by Julie A. Gassman

**Finn Throws a Fit** by David Elliot

How I'm Feeling - 52 Sentence Completion Cards to Get Children Talking About Their Feelings - Ideal for Parents, Teachers, Therapists and More - by Impresa

The Original Mood Flipbook for Kids; 20 Different Moods/Emotions: Autism; ADHD; Help Kids Identify Feelings and Make Positive Choices; Laminated Pages (Monster Flipbook)

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**Fun Books and more activities**

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Adaptations:

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If you need help on how to use the adaptations, please do not hesitate to ask your child’s teacher.

**Assistive devices** if needed (i.e. PECs books, communication device, communication pointing boards) to allow them to participate in the activity and conversations.

**Picture activity schedule**/ visual of step by step directions to allow your child to see what steps to take, and to provide a visual of the start and finish of the activity.

**keep sensory/fidgets** needs readily available to provide sensory input (i.e. weighted vests, chewy necklaces, trampolines)

Allow your child to **take a break** and come back to the activity if they request it.

Provide **flexible seating/boundary arrangements**.

**Token economy/system**

Provide **choices to allow independence** and self-direction of activities.

---

**Note:**
- Print onto the desired colored paper and cut along the printed black line.
- Attach to the previous page of the flip book.
Please share your experience! (Tear off and return to teacher):

Name: ___________________________ Child’s name: ______________________________

• How did you like this unit? (circle one):
  I liked it a lot 😊 It was OK 👍 I did not like it 😞

• Do you feel like your student was engaged with these activities?:
  He/she was engaged:
  the whole time Some of the time Not at all

• Did you do all of the activities? (circle one):
  all Some none

• Which was your favorite activity? (circle one)

**Visual Arts and Drama: Pout-Pout Feelings Fish**

**Drama & visual arts: Magic Breath pin wheels**

**Poetry: I am Mad**

• Did you have fun? (Circle one): Yes no a little

• Do you have any suggestions, or anything you want to share regarding this unit? (Please write on the back or attach to this page)

• Would you like to write down or print a picture of you and your kiddo working on your favorite activity?

**Unit 3: Emotion Management:**
**Identifying one’s own strong feelings**

**Parent Questionnaire**
Unit 3: Emotion Management: Calming down strong feelings

Note:
• Print onto the desired colored paper and cut along the printed black line.
Calming down strong feelings

In these activities we will work on

• Finding strategies to help our bodies to calm down
• Being able to name feelings while feeling strong feelings

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Our Goal

• Family Engagement

• Improve Social-Emotional Skills

• Learn through experiences

• Create lasting memories

How

• Through arts integrated and social emotional learning activities

Have fun with it!!!

Our Goal

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Materials provided:
Gentle Hands Book and CD
Musical Instruments

Directions:
Listen, dance and sing along to the songs in the book. If you listen close enough the songs are written to familiar tunes!

• Talk about each of the songs and what they are about i.e. talk about the song A-N-G-E-R or My body belongs to me.

• Afterwards try to pick a familiar tune, like “Mary had a little lamb” or “twinkle, twinkle little star” and make up a song about emotions to it.

• Put on a concert for your family and perform the song!

Creative movement & Music:
Gentle Hands Sing along

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Read the book

B is for Breathe: The ABCs of Coping with Fussy and Frustrating Feelings
by Melissa Boyd

Materials provided:
Breathing exercise cards (found at https://childhood101.com/fun-breathing-exercises-for-kids/)

Directions:
Read the book with your child.
As you read, you will be given a coping strategy for each letter of the alphabet.

When you have completed reading the book. Use the breathing exercise cards and follow the movements on each card.

There are 8 simple breathing exercises that allow you to use to your imagination, take deep breaths and help to learn new calming exercises.

When you are done, talk about how each exercise made you feel. Keep these cards and use them the next time your child needs help calming down.

Drama & creative movement
B is for Breathe

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Listen to my body

Read the book

_Listening to my body_
by Gabi Garcia

Directions:
As you and your child read the book together, follow along with the exercises in the book.

This book helps us **listen to our bodies** as we learn to deal with **Big emotions** such as anger and sadness.

As you read the book aloud to your child **do the actions** and **have your child copy your actions**.

Refer to the posters and visuals provided in the book. Make sure you are in a **calm and quiet area** as you read this book.

**Creative movement & sensory:**

**Listening to my body**

Note:
- Print onto the desired colored paper and cut along the printed black line.
- Attach to the previous page of the flip book.
I Can Handle It (Mindful Mantras)
By Laurie Wright

CHARLOTTE AND THE QUIET PLACE
BY DEBORAH SOSIN

Beadeez Stress Relief Squeezing Balls 3-Pack for Kids and Adults by YoYa Toys

Sitting Still Like a Frog Activity Book:
75 Mindfulness Games for Kids
by Eline Snel

Fun Books and more activities

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Preschool learning foundations (PLF):

Social Emotional Development: Self
3.0 Social and Emotional Understanding: Seek to understand people’s feelings and behavior

4.0 Empathy and Caring: Demonstrate Concern for the needs of others and people in distress

Visual Art:
1.0 Notice, Respond, and Engage
2.0 Develop skills in visual art
3.0 Create, invent and express through visual art

Music:
1.0 Notice, respond and engage
2.0 Develop skills in music
3.0 Create, invent and express through music

Drama:
1.0 Notice, respond and engage
2.0 develop skills in drama
3.0 create, invent and express through drama

Dance
1.0 Notice, respond and engage
2.0 develop skills in dance
3.0 create, invent and express through dance

Why It Matters

Children with the skills to manage strong emotions such as anger, worry frustration and disappointment are more likely to:

• Get along with peers and make good choices.

• Cope with strong emotions and express them in socially acceptable ways.

• Be successful in the classroom.

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**Picture activity schedule**/ visual of step by step directions to allow your child to see what steps to take, and to provide a visual of the start and finish of the activity.

**Keep sensory/fidgets** needs readily available to provide sensory input (i.e. weighted vests, chewy necklaces, trampolines)

Allow your child to **take a break** and come back to the activity if they request it.

Provide **flexible seating/boundary arrangements**.

**Token economy/system**

Provide **choices to allow independence** and self-direction of activities.

Note:
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- Attach to the previous page of the flip book.
Please share your experience! (tear off and return to teacher):

Name: ___________________ Child’s name: ___________________

- How did you like this unit? (circle one):
  I liked it a lot 😊  It was OK 👍  I did not like it 😞

- Do you feel like your student was engaged with these activities?:
  He/she was engaged:
  the whole time  Some of the time  Not at all

- Did you do all of the activities? (circle one):
  all  Some  none

- Which was your favorite activity? (circle one)

  **creative movement & Music:** Gentle Hands Sing along

  **Drama & creative movement:** B is for Breathe

  **Creative movement & sensory:** Listening to my body

- Did you have fun? (Circle one): Yes  no  a little

- Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)

- Would you like to write down or print a picture of you and your kiddo working on your favorite activity?

**Unit 3: Emotion Management:**
**Calming down strong feelings**

**Parent Questionnaire**
Note:

- Print onto the desired colored paper and cut along the printed black line.
Playing with Friends
In this unit we will work on

• Playing fair

• Making and Keeping Friends

• Calming down and using problem-solving steps

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Our Goal

• Family Engagement

• Improve Social-Emotional Skills

• Learn through experiences

• Create lasting memories

How

• Through arts integrated and social emotional learning activities

Have fun with it!!!

Note:

• Print onto the desired colored paper and cut along the printed black line.

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Let’s Play Hopscotch

Materials provided:
Painters tape/chalk
Hopscotch Markers (or you can find rocks, shells, buttons, or sticks)

Directions:
• Using the painter’s tape or chalk, make a hopscotch with ten numbered sections on the ground.
• Take turns tossing your marker in a square beginning with number 1 and continuing sequentially.
• The first player stands behind the starting line to toss his or her marker in square one.
• Hop over square one to square two and then continue hopping to square ten, turn around, and hop back again.
• Pause in square two to pick up the marker, hop in square one, and out.
• All hopping is done on one foot unless the hopscotch design is such that two squares are side-by-side. Then two feet can be placed down with one in each square.
• A player must always hop over any square where a marker has been placed.

Adaptations:
• If your child cannot hop on one foot, allow them to jump with both feet instead.
• For younger children simply hopping across the single versus double squares can provide hours of fun.
• As your child gets better, you can have players continue their turn until they miss the box they are trying to throw into.

Fair Ways to Play Movement Activity

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
“The Fair Ways to Play” song from Second Steps

**Directions:**
Sing this song together.
Act out the words.

Begin this activity by reading the book *Clifford’s Sports Day* by Norman Bridwell to your child.

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Note:
- Print onto the desired colored paper and cut along the printed black line.
- Attach to the previous page of the flip book.
Crepe Paper Wand - Friendship Dance Off

Materials provided:

- Paper wand
- Crepe paper
- Glue (If you have it at home, use a hot glue gun for extra strength)
- Tape

Directions:

2. Glue or tape the strips to the inside or outside top of the wand.
3. Put on your favorite music and take turns moving/dancing with the wand.
4. End by dancing with your wands together, but make sure to stay in your self-space. Move high and low, fast and slow, twirl and leap.

Note:

- Print onto the desired colored paper and cut along the printed black line.
- Attach to the previous page of the flip book.
I Am Enough
By Grace Byers

Character Counts Fairness Comes First from Scholastic Books

All Kinds of Friends
By Shelley Rotner & Sheila M. Kelly

“Be a Friend” song by Emily Arrow on Spotify

The Pout-Pout Fish and the Bully-Bully Shark
By Deborah Diesen

Visit this website for a family “Walk in someone else’s shoes” activity. A book suggestion is given.
https://www.sunnydayfamily.com/2018/03/fairness-for-kids.html

Fun Books and more

Note:
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• Attach to the previous page of the flip book.
PLF: Social Emotional Development:

Social Interaction

2.2 Interactions with Peers: Create more complex sequences of play that involve planning, coordination of roles, and cooperation.

3.0 Friendships:
3.1 Choose to play with one or two special peers whom they identify with. Friendships are more reciprocal, exclusive, and enduring.

Visual Art:
1.0 Notice, Respond, and Engage
2.0 Develop skills in visual art
3.0 Create, invent and express through visual art

Music:
1.0 Notice, respond and engage
2.0 Develop skills in music
3.0 Create, invent and express through music

Drama:
1.0 Notice, respond and engage
2.0 develop skills in drama
3.0 create, invent and express through drama

Dance
1.0 Notice, respond and engage
2.0 develop skills in drama
3.0 create, invent and express through dance

When children are able to develop friendships they

• adapt better to school
• want to be in school
• are more positive in the classroom
• achieve more in school
• Less impulsive
• Less aggressive

CA Preschool Learning Foundations

Why it Matters

Note:

• Print onto the desired colored paper and cut along the printed black line.
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**Picture activity schedule**/ visual of step by step directions to allow your child to see what steps to take, and to provide a visual of the start and finish of the activity.

**keep sensory/fidgets** needs readily available to provide sensory input (i.e. weighted vests, chewy necklaces, trampolines)

Allow your child to **take a break** and come back to the activity if they request it.

Provide **flexible seating/boundary arrangements**.

**Token economy/system**

Provide **choices to allow independence** and self-direction of activities.

---

**Note:**
- Print onto the desired colored paper and cut along the printed black line.
- Attach to the previous page of the flip book.
Please share your experience! (tear off and return to teacher):
Name: ___________________________ Child’s name: ___________________________

• How did you like this unit? (circle one):
  I liked it a lot 😊 It was OK 😊 I did not like it 😞

• Do you feel like your student was engaged with these activities?:
  He/she was engaged:
  the whole time Some of the time Not at all

• Did you do all of the activities? (circle one):
  all Some none

• Which was your favorite activity? (circle one)
  Movement: Taking Turns Hopscotch
  Drama & music: The Fair Way to Play song and act out
  Visual arts music, movement, dance: Crepe Paper Wand Friendship Dance-Off

• Did you have fun? (Circle one): Yes no a little

• Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)

• Would you like to write about or print a picture of you and your kiddo working on your favorite activity?

Unit 4: Friendship Skills and Problem Solving
  Fair Ways to Play

Parent Questionnaire
Preschool & Transitional Kindergarten
Arts integrated
Social emotional Learning
Unit 4: Friendship Skills and Problem-Solving
Calming down before solving a problem

Note:
• Print onto the desired colored paper and cut along the printed black line.
Problem Solving

In this unit we will work on

• Calming down before trying to solve a problem
  • Using words to say the problem
  • Thinking of solutions to problems

• Speak up assertively in response to situations

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Our Goal

• Family Engagement

• Improve Social-Emotional Skills

• Learn through experiences

• Create lasting memories

How

• Through arts integrated and social emotional learning activities

Have fun with it!!!

Note:

• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Let’s Paint it Out!

Materials provided:
Paint, paint brushes
Shaving cream
Paper

Directions:
• Using the paint and paint brush, paint a picture to help you calm down.
• As your child is painting, talk with them about how they are feeling at the moment.
• Have your child breathe deeply while painting.
• Once they have completed their painting, have them talk about what the problem had been.
**If you would rather, you can use shaving crèam on a cookie sheet or outside on something plastic and just have fun “painting” with that. Clean up is easy with a hose!

Adaptations:
• Use a squeeze bottle for paint is your child cannot use a paintbrush.
• Paint on a plastic table cloth
• Put a big piece of paper on the wall and have your child try to draw using their feet or mouths or elbows to hold the writing tool.

Problem Solving through Visual Arts
Calming Down before Talking about a Problem

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
"I can be a Problem Solver" Song
song from A Pocket Full of Preschool

Directions: *Sing this song together. *Act out the words. * Use puppets.

Begin this activity by reading the book *Llama Llama time to share* by Anna Dewdney

Add your own verses to the song

Music & Drama
I Can be a Problem Solver Song Activity

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Nature Walk to help Calm Down

Directions:
• Take a 15 minute walk in nature.
• Talk about what you see, collect found items.
• If you have the ability, take pictures of what you see so you can talk about them later.
• Write a poem after the walk about what you saw and how it made you feel.

Poem:
I found a ______________.
It made me
feel__________________.
It looked ______________.
It felt ________________.

I found a ______________.
It made me
feel__________________.
It looked ______________.
It felt ________________.

Visual Arts, Movement, Poetry
Nature Walk for Calming Down to Solve Problems

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Games to Play and other fun activities

- Tic-tac-toe
- Building with blocks
- Wooden Puzzles

Fun Books and more

Note:
- Print onto the desired colored paper and cut along the printed black line.
- Attach to the previous page of the flip book.
PLF: Social Emotional Development:

Social Interaction

2.2 Interactions with Peers: Create more complex sequences of play that involve planning, coordination of roles, and cooperation.

3.0 Friendships:
3.1 Choose to play with one or two special peers whom they identify with. Friendships are more reciprocal, exclusive, and enduring.

Visual Art:
1.0 Notice, Respond, and Engage
2.0 Develop skills in visual art
3.0 Create, invent and express through visual art

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1.0 Notice, respond and engage
2.0 Develop skills in music
3.0 Create, invent and express through music

Drama:
1.0 Notice, respond and engage
2.0 develop skills in drama
3.0 create, invent and express through drama

Dance
1.0 Notice, respond and engage
2.0 develop skills in drama
3.0 create, invent and express through dance

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• adapt better to school
• want to be in school
• are more positive in the classroom
• achieve more in school
• Less impulsive
• Less aggressive

Note:
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**Assistive devices** if needed (i.e. PECs books, communication device, communication pointing boards) to allow them to participate in the activity and conversations.

**Picture activity schedule**/ visual of step by step directions to allow your child to see what steps to take, and to provide a visual of the start and finish of the activity.

**keep sensory/fidgets** needs readily available to provide sensory input (i.e. weighted vests, chewy necklaces, trampolines)

Allow your child to **take a break** and come back to the activity if they request it.

Provide **flexible seating/boundary arrangements**.

**Token economy/system**

Provide **choices to allow independence** and self-direction of activities.

---

**Note:**
- Print onto the desired colored paper and cut along the printed black line.
- Attach to the previous page of the flip book.
Please share your experience! (tear off and return to teacher):

**Name:** ____________________________  **Child’s name:** ____________________________

- **How did you like this unit? (circle one):**
  - I liked it a lot 😊
  - It was OK 🙃
  - I did not like it 😞

- **Do you feel like your student was engaged with these activities?:**
  - He/she was engaged:
    - the whole time
    - Some of the time
    - Not at all

- **Did you do all of the activities? (circle one):**
  - all
  - Some
  - none

- **Which was your favorite activity? (circle one):**
  - **Visual Arts:** Let’s Paint it Out
  - **Drama & music:** I am a Problem Solver song and acting it out
  - **Visual arts, movement, poetry:** Nature walk and poetry

- **Did you have fun? (Circle one):**
  - Yes
  - no
  - a little

- **Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)**

- **Would you like to write about or print a picture of you and your kiddo working on your favorite activity?**

**Unit 4: Friendship Skills and Problem Solving**
**Calming down before solving a problem**

**Parent questionnaire**
Note:
- Print onto the desired colored paper and cut along the printed black line.
Problem Solving
In this unit we will work on

• Calming down before trying to solve a problem
  • Using words to say the problem
  • Thinking of solutions to problems
  • Speak up assertively in response to situations

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Our Goal

• Family Engagement

• Improve Social-Emotional Skills

• Learn through experiences

• Create lasting memories

How

• Through arts integrated and social emotional learning activities

Have fun with it!!!

Our Goal
Steps to Finding Solutions

Materials provided:
Solution/Problem solving chart
puppets

Directions:
• Make up different situations and have your child point to the picture on the chart that would work to solve the problem. Do this several times so they begin to understand that there are easy ways to solve problems.
• Use puppets to act out different situations that would need a problem to be solved.

Problem Solving through Acting
Finding Solutions to a Problem

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Self Portrait to enhance assertiveness

Materials Provided: Paper, crayons, markers

Directions:
• Draw a self portrait with your name, age favorite foods, things you like to do, etc. Have each family member participate.
• When done, each person talks about their own.
• This activity helps children to understand that everyone has different likes and that is okay. There is no reason to feel bad for something you enjoy.

Adaptations: Have children cut pictures from magazines if they have difficulty drawing.

Visual Arts
Self Portrait to enhance assertiveness

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Assertiveness Role Playing

Directions:
• Using dolls or puppets and some toys, practice having one person take away the “toy” from the other.
• The person who had the “toy” taken away says, “I was using that right now, but when I am done, I will be happy to give it to you to play with.”
• Talk about how sharing doesn’t mean you always have to give up what you are playing with, but you can find other solutions.
• Take turns being the “taker” and think up different ways to stand up for yourself.

Note:
• Print onto the desired colored paper and cut along the printed black line.
• Attach to the previous page of the flip book.
Problem solving and Assertiveness

Ira Sleeps Over by Bernard Waber:
Ira is in a situation. He is sleeping over at a Friend’s. He usually sleeps with his teddy bear. Is it okay to bring it with him?

The Juice Box Bully: Empowering Kids to Stand Up for Others
by Bob Sornson and Maria Dismondy

Don't Go Bananas - A CBT Game for Kids to Work on Controlling Strong Emotions

Briarpatch Pete The Cat The Missing Cupcakes Game Based On The Popular Book Series
by Briarpatch

Games to Play and other fun activities

Fun Books and more
**PLF: Social Emotional Development:**

**Social Interaction**

**2.2 Interactions with Peers:** Create more complex sequences of play that involve planning, coordination of roles, and cooperation.

**3.0 Friendships:**

3.1 Choose to play with one or two special peers whom they identify with. Friendships are more reciprocal, exclusive, and enduring.

**Visual Art:**

1.0 Notice, Respond, and Engage

2.0 Develop skills in visual art

3.0 Create, invent and express through visual art

**Music:**

1.0 Notice, respond and engage

2.0 Develop skills in music

3.0 Create, invent and express through music

**Drama:**

1.0 Notice, respond and engage

2.0 develop skills in drama

3.0 create, invent and express through drama

**Dance**

1.0 Notice, respond and engage

2.0 develop skills in drama

3.0 create, invent and express through dance

---

**Why it Matters**

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- adapt better to school
- want to be in school
- are more positive in the classroom
- achieve more in school
- Less impulsive
- Less aggressive

---

**Note:**

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Allow your child to **take a break** and come back to the activity if they request it.

Provide **flexible seating/boundary arrangements**.

**Token economy/system**

Provide **choices to allow independence** and self-direction of activities.

---

**Note:**
- Print onto the desired colored paper and cut along the printed black line.
- Attach to the previous page of the flip book.
Please share your experience! (tear off and return to teacher):

Name: ___________________________ Child’s name: ___________________________

- How did you like this unit? (circle one):
  - I liked it a lot 😊
  - It was OK 😊
  - I did not like it 😞

- Do you feel like your student was engaged with these activities?: He/she was engaged:
  - the whole time
  - Some of the time
  - Not at all

- Did you do all of the activities? (circle one):
  - all
  - Some
  - none

- Which was your favorite activity? (circle one)
  - Drama: Finding Solutions
  - Visual Arts: Self Portrait
  - Drama: Assertiveness Role Playing

- Did you have fun? (Circle one): Yes ☑ no ☐ a little ☐

- Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)

- Would you like to write about or print a picture of you and your kiddo working on your favorite activity?

Unit 4: Friendship Skills and Problem Solving
Finding Solutions and being Assertive
Picture Samples!
Easy-to-read Flip books

Visual samples that can be included in backpacks as adaptations for non-verbal or English language learning students.
Samples of materials found in backpacks