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| **Standard** | **Activity** | **Home Extension** |
| **VIII Creative Expression**  **C. Creative Movement**  1. Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge | Tai Chi movements and Yoga Poses to enhance children coordination and muscle control.  Use music and movement experiences in the daily schedule and during transitions. | Provide time for outdoor play together.  Play some interesting music and offer props (e.g., sheer scarves, balloons, paper fans and feathers), asking, “How does this object make you want to move?” |
| **II Approaches to Learning**  **B. Persistence**  1. Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem | Allow children to repeat activities and experiences.  Provide moderately challenging activities and materials that allow children to try hard, to try different ways of doing things and to experience success.  activities including Lacing, 10+ piece puzzles, dressing, balancing & stacking | Encourage children to ask questions, try different ways of using materials or offer them a wide range of new experiences. |
| **III. Social and Emotional Development**  **A. Emotional Development**  2. Demonstrates appropriate affect (emotional response) between behavior and facial expression  *Benchmark a.* Continues to expand the use of emotion words using them in appropriate settings. | Role play in the drama center and use words to express emotion.  Show empathy when a friend is hurt and try to comfort them.  We are practicing the following phrases:  May I have a turn?  May I have the \_\_\_\_?  May I have it when you are finished?  I am still playing with \_\_\_\_\_.  You may have it when I am finished.  I am finished, you can have it.  (*incorporated with giving item to another child)*  I want to play with (person or thing)  I want to play by myself.  Stop! I don’t like that *(said to another when there is a conflict)* | Read books or watch movies and discuss emotions of the characters. Don’t be afraid to stop the story or movie to discuss the emotions of the characters. Ask the child how they would feel if they were in the situation and what they would do next.  **Please explore the links provided for more informatio**n. |

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**Parent Resources**: **III. Social and Emotional Development**

**Use Your Words:** Does your child get upset and start to cry and whine? Remind your child to use his/her words to say what is bothering him/her or what he/she wants. If your child is too upset to talk, try to guess what your child wants to say until he/she lets you know that you "got" it! Helping your child learn to communicate his/her upset feelings in words is one of the most important tools you can give him/her for managing these feelings, and expressing himself/herself in ways that can be understood and responded to.

Video Link:<https://www.teachingchannel.org/videos/emotional-check-in>

**Follow this link for Social and Emotional Development**

Strong, positive relationships help children develop trust, empathy, compassion and a sense of right and wrong.

<https://www.zerotothree.org/early-development/social-and-emotional-development>

**Follow this link for Parenting Strategies for a Persistent Child**

Is your child persistent to the point where they become stuck and "spin their wheels?" Find parenting tips to help your child approach challenges in a more constructive way.

Persistence means not giving up when faced with a challenge. It is the ability to stick with a difficult task and cope with frustration.

<https://www.zerotothree.org/resources/244-parenting-strategies-for-a-persistent-child>