

“The Social & Emotional domain describes children’s ability to develop positive relationships and ideas about themselves and their abilities, regulate their emotions, behavior, and impulses, and express emotions. Appropriate social and emotional development is critical to life-long development and learning and is associated with a wide array of positive outcomes. Such skills allow children to feel confident in their abilities to interact with others, approach new situations, and express their individuality. Children who are English language learners should be allowed to express their emotions and relationships in their home language”<sup>1</sup>

<b>Social &amp; Emotional Development: Ages 3-5</b>		
<b>Strand</b> <i>Topic</i>	<b>Indicators</b> <b>Children may</b>	<b>Storytime Provider Strategies</b> <b>The storytime provider may</b>
<b>Interaction with Adults and Peers</b> <i>The healthy relationships and interactions with peers and adults</i>	<u>Ages 3-5</u> Engage in and maintains positive relationships and interactions with adults.  Engage in prosocial and cooperative behavior with adults  Engage in and maintains positive interactions with other children.  Engage in cooperative play with other children.  Use basic problem-solving skills to resolve conflicts with other children.	<ul style="list-style-type: none"> <li>• Interact with each child as they arrive and depart.</li> <li>• Encourage conversations and interactions between children and their parents/caregivers before, during, and after storytime.</li> <li>• Call children by name.</li> <li>• When a child was absent, let them know you missed them.</li> <li>• Read books dialogically, allowing children time to respond to questions.</li> <li>• Sing and say songs, chants, rhymes, poems and fingerplays; provide directions for movements.</li> <li>• Be aware of children’s comfort levels with unfamiliar adults and offer support as they become interested.</li> <li>• During craft/activity time, talk with children about their creations.</li> <li>• Read a story, then facilitate children in retelling the story together using flannel pieces or other props.</li> <li>• While adults may support this activity, children should be encouraged to work together to retell the story.</li> <li>• Pair children up for activities.</li> <li>• Design an environment that encourages interaction between children such as grouping materials centrally.</li> <li>• Prepare an art activity with too few materials for each child (e.g. three scissors and two glue sticks for five children).</li> <li>• Narrate problem-solving actions for sharing and taking turns with the materials.</li> <li>• Give positive feedback for socially acceptable behaviors.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.</li> </ul>
<b>Sense of Identity and Belonging</b> <i>The perception that one is capable of successfully making decisions, accomplishing tasks and meeting goals</i>	<u>Ages 3-5</u> Recognize self as a unique individual having own abilities, characteristics, emotions, and interests.  Express confidence in own skills and positive feelings about self.	<ul style="list-style-type: none"> <li>• Encourage children to notice similarities and differences between themselves and others.</li> <li>• Read books with characters of diverse backgrounds.</li> <li>• Share books with people from different experiences and locations.</li> <li>• Offer writing opportunities and have children describe characteristics that are similar and different.</li> <li>• Offer play opportunities where diversity of sizes, gender, and cultures can be noted and</li> </ul>

<sup>1</sup> Colorado Early Learning and Development Guidelines pg. 117

	Have a sense of belonging to family, community, and other groups.	<p>built on—dolls, clothing, foods, etc.</p> <ul style="list-style-type: none"> <li>• Invite families to share information, books, songs, etc. about their cultures.</li> <li>• Use growth mindset language to praise process</li> <li>• Display children's work.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.</li> </ul>
<b>Emotional Functioning</b> <i>A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors</i>	<u>Ages 3-5</u> Express a broad range of emotions and recognize these emotions in self and others  Express care and concern toward others  Manage emotions with increasing independence.	<ul style="list-style-type: none"> <li>• Model empathy.</li> <li>• When reading books, point out situations that model compassion and empathy (e.g. The Lion and the Mouse by Jerry Pinkney, A Sick Day for Amos McGee by Phillip C. Stead).</li> <li>• Point out different points of view while reading books, including but not limited to books that specifically show different points of view (e.g. The True Story of the Three Little Pigs! by Jon Scieszka.)</li> <li>• Point out and talk about acts of kindness.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness.</li> <li>• Sing and say songs, chants, rhymes, poems and fingerplays, emphasizing facial expressions.</li> <li>• When reading books, when appropriate, point out socially accepted ways to communicate and express emotions, recognizing that there are cultural differences in what may be "acceptable" ways to express emotions.</li> <li>• Relate emotions of characters in books to children's experiences.</li> <li>• Verbally recognize complex emotions and support children as they go through them, especially during transitions.</li> <li>• Offer opportunities for writing/drawing to express emotions.</li> <li>• Offer play opportunities, acknowledging and validating children's feelings during play, both positive and negative.</li> </ul>
<b>Emotional and Behavioral Self-Regulation</b> <i>The ability to recognize and regulate emotions and behavior</i>	<u>Ages 3-5</u> Follow classroom rules and routines with increasing independence  Appropriately handle and take care of classroom materials  Manage actions, words, and behavior with increasing independence.	<ul style="list-style-type: none"> <li>• Identify visual images of emotions using faces, games and books.</li> <li>• Use songs to name emotions as appropriate. Include complex emotions, such as disappointed, frustrated, content, etc. in discussions.</li> <li>• Acknowledge and validate all feelings, whether positive or negative.</li> <li>• Talk about feelings while reading books, or before or after reading the book.</li> <li>• Use stories to discuss consequences of characters' actions.</li> <li>• Play games that require short wait times (e.g. Simon says, freeze dance, parachute play, red light green light, etc.)</li> <li>• Offer opportunities for taking turns, such as placing items on a felt board, game playing, discussions</li> <li>• Establish a routine for distributing and collecting storytime props.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for social/emotional development and school readiness</li> </ul>
<b>Cognitive Self-Regulation</b>	<u>Ages 3-5</u>	<ul style="list-style-type: none"> <li>• Play games, such as Simon Says or freeze dance, where children are challenged to</li> </ul>

<p><b>(Executive Functioning)</b>  <i>The ability to regulate attention and impulses</i></p>	<p>Demonstrate an increasing ability to control impulses</p> <p>Maintain focus and sustain attention with minimal adult support</p> <p>Persist in tasks</p> <p>Hold information in mind and manipulate it to perform tasks</p> <p>Demonstrate flexibility in thinking and behavior</p>	<p>control impulses and hold information in mind and use it to perform a task</p> <ul style="list-style-type: none"> <li>• Praise children's attempts to regulate or control their impulses (jeremy, thank you for remembering to raise your hand so everyone gets a turn)</li> <li>• Use growth mindset language to encourage children during moments of frustration (You are working so hard on that puzzle! Would that piece fit if you turned it a little bit?)</li> <li>• Use open ended questions to help children connect new concepts with what was learned previously (Remember when... what does this remind you of?)</li> <li>• Ask children to general ideas and try them out (How could we use these materials to build a birdhouse?)</li> <li>• Teach an action song or actions to stories and repeat it or recall the actions shortly after</li> <li>• Provide flannel board or other activities that require children to take turns</li> <li>• Ask children to recall events in a story read aloud</li> <li>• Establish storytime routines which may include consistent opening/closing songs and procedures for distributing and collecting storytime props.</li> <li>• Sing and say familiar songs and fingerplays so children can demonstrate competence.</li> <li>• Repeat songs with movement, allowing time for children to master; then step back and let children lead the motions.</li> <li>• Repeat books within a storytime and over storytimes so that children become confident talking about and/or retelling the story.</li> <li>• Provide supports for families to easily be able to repeat books and songs/rhymes at home so that children can build competence.</li> <li>• Using flannel board as support, encourage children to retell a story you have shared.</li> </ul>
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