



Level 1: Learning Objectives **Social and Emotional Development Series**

****Note:** Specific Social/Emotional Learning Objects from Kindergarten Readiness Standards are addressed in this level only. This Level is appropriate for children two years through Kindergarten, no matter what their academic skills are.

After completing all modules in the Level 1 Curriculum Series, the child should be able to:

Mathematics

- Name and recognize familiar shapes.
- Finish simple patterns using two elements.
- Count up to 5 objects.
- Recognize the names of numerals.

Problem Solving/Science and Investigation

- Identify three or more colors.
- Sort objects by one quality (characteristic i.e. Size, color)
- Name body parts and their function.
- Understand Different vs. Same.
- Classify objects by at least two properties.

Language

- Participate in familiar routines.
- Understand rules and expectations related to specific places and environments.
- Use words and gestures to communicate with same aged peers.
- Demonstrate awareness of the meaning of the behaviors of others.
- Use words to problem solve and respond to a variety of social situations.

Social/Emotional Development

- Understand and follow familiar safety routines.
- Demonstrate awareness of personal care routines.
- Develop and use self-regulation techniques.
- Acknowledge own feelings and respond with appropriate behaviors.
- Identify feelings in others.
- Engage with peers in an appropriate way (Depending on age and skill level).

Level 1 : Themed Academic Activities

There are over 130 Themed Academic Activities in this Level

Each activity can be repeated more than once to enable the child to master the learning objectives designed for that activity.



A1. Around the Lines - Activity time: 20 minutes

Materials Needed

- One (1) Tricycle or Scooter
- One (1) Green Piece of Sidewalk chalk
- One (1) Red Piece of Sidewalk chalk
- One (1) Yellow Piece of Sidewalk chalk
- An safe outdoor space for the child to ride a scooter or tricycle

Instructions:

Step 1: The adult should use the red sidewalk chalk to draw one red circle where the child will start riding a scooter or tricycle.

Step 2: The adult should take one step forward and draw one green circle with the green sidewalk chalk.

Step 3: The adult should take at least ten steps forward and use the yellow sidewalk chalk to draw one yellow circle.

Step 4: The adult should take at least ten steps forward and use the red sidewalk chalk to draw one red circle.

Step 5: Repeat step 2 through step 4 until the adult has walked the length of the course that they will allow their child to ride the scooter or tricycle.

Step 6: Tell the child to get on their tricycle. They must start at the first red circle that the adult drew (in Step 1).

Step 7: Tell the child they need to do the following when they're riding their scooter or tricycle.

- When the child reaches a red circle, they must stop and count to 5 before starting to ride again.
- When the child reaches a green circle, they must ride their scooter/bike as fast as they can until they get to the next circle.
- When the child reaches a yellow circle, they must ride their scooter/bike as slow as they can until they reach the next circle.
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Step 8: Repeat Step 7 as many times as they would like.

Optional: The adult can make a new line, drawing the circles closer to each other or farther apart. Instead of a line, the adult can also draw the circles in a zigzag pattern.

Note Area



A2. Humans and Basic Needs - Activity time: 20 minutes

Learning Objectives: Mathematics: Counting to 5; Science: Name Body Parts and their function; Cognitive: Classify Objects by quality; Language: Using Language in Conversation; Language: Uses words to communicate;

Materials Needed

- One (1) Pillow
- One (1) Cup the child can drink from
- One (1) Favorite Snack
- One (1) Blanket
- One (1) Empty Box

Instructions:

Step 1: Tell the child they're part of the human race.

Step 2: Have the child repeat after you, filling in the number of each body part:

"I'm a human and my name is __ (fill in their name) __. I have __ eyes, __ ears and __ mouth. I have __ hands and __ feet. I love and laugh and eat and play, and there is a lot more to me."

Step 3: Tell the child that all humans need five things to survive. They are:

- 1) Food
- 2) Water
- 3) Sleep
- 4) Warmth
- 5) Shelter

Step 4: The adult should place all materials (listed in the materials list) on the floor (pillow, cup, snack, blanket and empty box).

Step 5: Ask the child if they can tell you what each item is for. Example:

- 1) Food - Eat
- 2) Water - Drink
- 3) Pillow - Sleep
- 4) Blanket - Warmth
- 5) Shelter - Dry

Step 6: Ask the child why they need those things. Example:

- 1) Food – Eat – So I'm not Hungry ("I have food to eat so I'm not hungry").
- 2) Water – Drink – So I'm not Thirsty
- 3) Pillow – Sleep – So I'm not Tired
- 4) Blanket – Warmth – So I'm not Cold
- 5) Shelter – Dry – So I'm not Wet

Step 7: Next tell the child you're going to play a listening game! Count each finger on one hand: 1,2,3,4,5. They have five fingers!

Step 8: Ask them to count the objects on the floor: 1,2,3,4,5. There are five objects!

Step 9: Tell the child that when you say a word, they should pick up the object that matches the need (repeat Step 9 at least three times). Example: Adult says "Eat". Child responds by picking up the Food.

Adult says:

Eat
Sleep
Drink
Warmth
Shelter

Child picks up:

Food
Pillow
Cup
Blanket
Empty Box

Note Area

Level 1: “Everyday” Learning Activities:

(Examples Taken from Module 8: Going Shopping)

These activities were developed to facilitate learning opportunities during “everyday” situations. Keeping children engaged while adults complete necessary tasks/errands (such as cleaning the house, going to the library, going shopping, eating at a restaurant, etc) creates a positive environment and successful trip.

These activities were developed to prepare for these situations with little to no prep work for parents in the following situations:

**Going a Walk * Cleaning up/Household * Understanding Emotions and Feelings * Literacy Activities
* Care Ride Games * Park Games * Restaurant Games * Mealtime Games and MORE!**



A1. How Many are the Same? - Activity time: 20 minutes

Materials Needed

- A trip to the grocery store

Instructions:

Step 1: While the adult is shopping, ask the child to name groups of items that are the same, but different (Example: there are five different colors of apples; three different colors of bell peppers; Fifteen different boxes of cereal)

Step 2: Ask the child how many of each item there are?

Step 3: Ask the child to describe how the items are different. (Example: They are all different colors)

Step 4: Ask the child to describe how the items are the same. (Example: They are all apples)

Note Area



A2. Sizes and More - Activity time: 15 minutes

Materials Needed

- An outing to a department store that sells clothing

Instructions:

Step 1: The adult and child should walk around the children’s clothing sections of the store.

Step 2: The adult should pick up a piece of clothing that is too big for the child.

Step 3: The adult should ask the child, “Is this piece of clothing (name the type of clothing; shirt, pants, shorts, etc) too big, too small or just right for you?” If the child is not correct, ask them to guess again until they say, “It’s too big!”

Step 4: When walking through the clothing area, the adult should pick up a piece of clothing that is too small for the child.

Step 5: The adult should ask the child, “Is this piece of clothing (name the type of clothing; shirt, pants, shorts, etc) too big, too small or just right for you?” If the child is not correct, ask them to guess again until they say, “It’s too small!”

Step 6: When walking through the clothing area, the adult should pick up a piece of clothing that is the correct size for the child.

Step 7: The adult should ask the child, “Is this piece of clothing (name the type of clothing; shirt, pants, shorts, etc) too big, too small or just right for you?” If the child is not correct, ask them to guess again until they say, “It’s just right!”

Step 8: Repeat Step 2 through Step 7 with different items. Continue as many times as you would like.

Note Area

Level 1: Parenting Tips: Taking Turns with Loved Ones

The purpose of the parenting advice section is to provide ideas and strategies that guide parents in supporting their children to reach age appropriate social and emotional milestones. Social Emotional Milestones include the following situations:

Understanding Diversity * Understanding Safety Routines * Taking Turns with Loved Ones
Taking Care of My Things * Supporting Children's Feelings through Identifying BIG Emotions
Supporting Age-Appropriate Behavior * Preparing for Successful Outings
Teaching Indoor and Outdoor Behavior * Expectations Traveling with Children
Trying New Foods * Surviving Restaurant Meals with Young Children AND MORE!

Social/Emotional Development – Learning Objectives

- Understand Safety Routines.
- Understand Personal Care Routines.
- Develop Self-Regulation Techniques.
- Acknowledge Feelings and Appropriate Behaviors.
- Understand and Identify feelings.
- Understands age appropriate social interactions.
- Communicates through words.

Parenting Tips:

Taking turns and sharing is an advanced social concept for young children to learn. They first have to understand that they will be able to play with the same object at a later time, which means they must understand the concept of time. They also need to understand that although they'll be able to play with that object a later time, they may be asked to share it again. Taking turns requires children to have the foundational social emotional skills in order to anticipate other people's feelings, such as sad, happy or angry. This is an advanced social concept because children have to detach themselves from their feelings and comprehend another person's feelings, without being upset.

There are different ways to encourage children to share and take turns. Depending on the object, the time of day, and who is requesting to use the object, the child may or may not comply right away. Adults need to understand that it's okay for children to have mixed feelings about sharing. There are things that parents and adults can do to help encourage positive play times and interactions between their child, their siblings and their friends.

Procedures that a parent/adult can put into practice to set up a successful sharing environment:

1) Place a visual timer near the children's play area. If one child would like a turn with an object another child is using, tell them to ask the other child if they can use it for five minutes. Once the child hands the toy over, the adult should set the visual timer to five minutes. When the five-minute bell rings, the child using the item should ask the child who had the item first if they would like the object back.

Examples of Visual Timers:

- Time Timer, sold by School Specialty
- Lakeshore Mini Time Timer, sold by Lakeshore Learning Materials

2) Set up a "Turn List" on the wall for specific "high demand" items. These high demand items can be a new toy one of the children received for a birthday present, a large gross motor toy such as a trampoline or tricycle, or a favorite pool toy.

1. To set up a "Turn List" the parent should take a photo of the item and print it out. The parent should also print a picture of each child present.
2. Place a piece of paper or a clipboard near the desired object.
3. Tape the picture of that object towards the bottom of the clipboard or on the bottom of the piece of paper.
4. When a child wants a turn with the item that another child is using, they can place their photo on the clipboard with the corresponding item on it. This action will signal to the child and the supervising adult

that the child, whose picture is on the clipboard, would like to use that object when the current child is finished. Facilitating time limits with certain objects is up to the adult supervising.

Warning: Do not remove an object from a child's hand to place into another child's hand. Doing this may cause the child to feel not only disappointed, but also angry. It's important for children to let go of items themselves. Sometimes an adult will need to get down to the child's level, and enforce taking turns. When this is needed, the adult can help the child come up with a different activity (also known as redirecting the child's attention) to do while they wait for the five-minute timer to go off.

Consistency - make sure to be consistent with turn taking procedures. The more consistent the turn taking routine is, the faster children become more compliant with requests to share.

Scenarios:

Here are some different scenarios that can occur when encouraging children to share. Below each scenario are suggestions for parents on how to respond to children's questions and behaviors in these situations.

Tips to encourage children to share between siblings who are always present:

1. Set up separate play spaces for young children. Each child should be able to have a box of special toys they're not required to share with their sibling(s).
2. Allow a community-play space full of toys and objects where all children are expected to share items in that play space.

Tips to encourage children to share between friends or guests who aren't always present:

1. Tell the child that a new friend will be coming to play with them. If they know the other child, tell them their name.
2. Ask your child to fill up an empty tub with five or six different toys they want to share with or show the child that is visiting.
3. Encourage the child to greet the child that enters the home and guide the guest to the box of toys they would like to share.

Tips to encourage children to share with other adults upon request.

1. Have the adult ask the child for a turn, waiting several seconds before asking again. This will give the child an opportunity to finish what they're doing and process the request from the adult.
2. When the adult is using the object, encourage the adult to talk to the child ("Wow, this yellow crayon is such a pretty color. Thank you for letting me draw my yellow sun with it.")
3. Encourage the adult to return the object to the child within three minutes.

