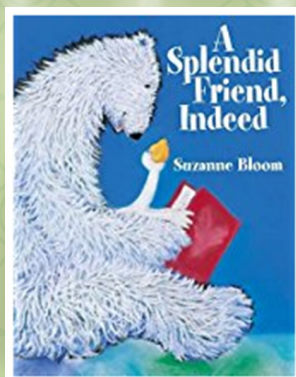


New York State

# BOOK NOOKS



## A Splendid Friend, Indeed

*A Splendid Friend, Indeed* is about a duck and a bear becoming friends. The joys of friendship are expressed in this simple and sweet story of spending time with a friend.

**Title:** A Splendid Friend, Indeed

**Author:** Suzanne Bloom

**Illustrator:** Suzanne Bloom

**Publisher:** PA: Boyds Mills Press, Inc.,

**Date published:** 2005

### Social and emotional skills infants and toddlers can learn through this book:

Children will be able to analyze what it looks like to have a friend.

### Social and emotional words this book can emphasize:

happy, excited, quiet, annoyed, grumpy, try, talk, share feelings, talking, conversation, sharing, friend.

### Activities to do while reading the book that will help promote social and emotional development:

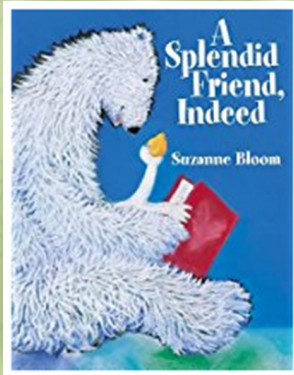
- Discuss how the duck is friendly. Help children define the word friendly through the duck's actions: he smiles at the bear, talks to him, brings him a snack, etc. Talk about what it looks like to be someone's friend. Relate the conversation to how you see the children reading the book act as friends. You can point out times they help each other, cooperate, play together, etc.
- Based on the duck and bear's facial expressions, help children label how they might be feeling. Discuss why they might be feeling that way and what they can do to express it. "Bear has a frown on his face. Maybe he is tired and needs a moment to himself. That is okay, he could tell the duck he needs to be alone for a bit, but will want to play a little later."
- Reading the same book for several days in a row is a great way to provide opportunities for infants and toddlers to develop a sense of competence and confidence, which is an important part of social

and emotional development. They become able to turn pages, point at and label pictures, talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and toddlers may even make up their own story! Try reading this book for several days in a row and use some of the ideas, activities, and opportunities listed below to enhance social and emotional skill development.

### Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Help children learn what it is like to be a friend and play with someone by engaging them in games that involve turn taking. You and two other children can make a block tower together, by taking turns putting a block on the tower one at a time. Use verbal prompts during this time, such as "your turn" and "my turn".
- Model sharing through play. You can do something as simple as while playing with playdough give a child some of yours and explain how you are happy to share your playdough with him or her.
- Help children learn how to recognize and then act on their own emotions appropriately. Sometimes children may feel overstimulated in care or play situations. This may make them feel anxious or upset. They may benefit from spending some time alone and relaxing. It is fine for children to spend this time away taking a break. Help them recognize this feeling, by bringing it to their attention when you start to

New York State  
**BOOK NOOKS**

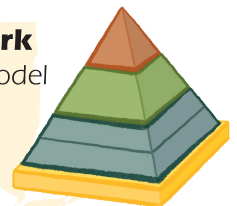


**A Splendid Friend, Indeed**

**Title:** A Splendid Friend, Indeed  
**Author:** Suzanne Bloom  
**Illustrator:** Suzanne Bloom  
**Publisher:** PA: Boyds Mills Press, Inc.,  
**Date published:** 2005

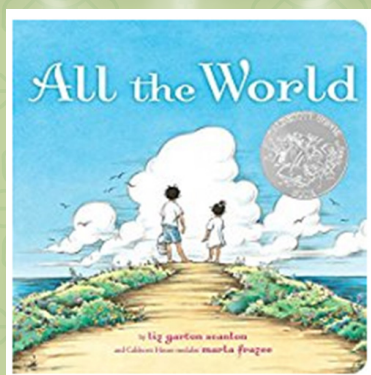
notice them looking overwhelmed: “It looks like you are getting a little too excited and may be feeling a bit overwhelmed playing with so many children at the moment. Would you like to go over to the cozy area and look at a book for a little bit?” Make sure that the child decides to take a break to help them learn how to regulate their feelings, this is to help them learn emotional skills and not a punishment like time out.

- Teach children how to state their feelings and needs to their peers. This is a skill that takes a long time to master, but toddlers who have developed verbal skills can start to make their own simple “I Messages”. I Messages provide a format for expressing one’s needs and feelings and then requesting how to have one’s needs met. Try to introduce the children to the idea using the following steps. Encourage children to say how they feel when they are upset. For example, when you can see a child getting upset because another child took a toy from him say, “It looks like you are feeling mad that Chris took the truck from you. Go tell him how you feel, tell him ‘I feel mad.’” This is just the beginning of an I Message, but a great way to help toddlers verbally express their feelings in socially acceptable ways.



New York State

# BOOK NOOKS



## All the World

*All the World* follows families and people throughout a day, including a trip to the beach, the farmer's market, and apple picking. The characters have lots of fun experiences including spending time with their large family. This book demonstrates secure attachment and loving relationships.

**Title:** All the World (board book)

**Author:** Liz Garton Scanlon

**Illustrator:** Marla Frazee

**Publisher:** NY: Little Simon, Simon & Schuster

**Date published:** 2015

### Social and emotional skills infants and toddlers can learn through this book:

Reading this book with young children will help them discover and investigate what loving and securely attached relationships can look like. Children will hear positive words of value and worth.

### Social and emotional words this book can emphasize:

together, fun, happy, disappointed, sad, sleepy, hungry, joyful, curious, peaceful, calm.

### Activities to do while reading the book that will help promote social and emotional development:

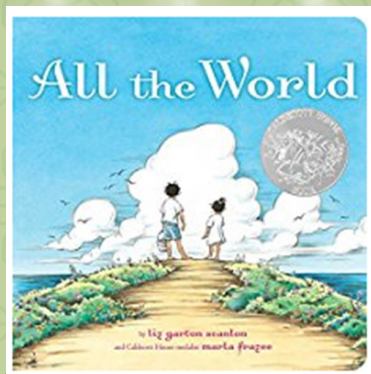
- During and after reading the book, engage children in conversations about what the people in the pictures are doing together. Highlight how people enjoy having company and people to do things with.
- Discuss how the characters in the book may be feeling. Call attention to their facial expressions and link them with their feelings: "The people cooking have big smiles on their faces, they must really enjoy spending time together baking."
- Talk with children about some of the things they like to do with others. If children are not able to verbalize an answer, you can add information for them: "Alden, you seem to have a large smile on your face when Michael sits next to you and plays with trucks. I think you seem happy to play next to him."

### Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Talk with children about what they like to do with their families. When appropriate, try to incorporate these activities into programming. For example, you can add the materials to do the activities they like to do with their families into play areas, or set up special small group activities of the things they like to do.
- Ask families to bring in pictures from home. Hang them up as collages or make books with them. Allow children to have some special things from home in the environment.
- Ask families about the foods they eat at home. Ask them to share some healthy snack recipes and then make them and eat them together.
- Encourage children to have fun with each other. Set up activities that encourage at least two children to do something together. Try using a small parachute for the children to hold on to and bounce a ball together while trying to keep it from falling to the ground.
- Take a discovery walk together and ask the children to point out things they find interesting. Talk with them about what they are interested in, share what you are interested in and enjoy this time together. Having positive and caring relationships at young ages is very important for children to experience. These relationships will model the pleasure of being with people and help children build a foundation for strong and healthy attachment for the rest of their lives.

New York State

# BOOK NOOKS



## All the World

**Title:** All the World (board book)

**Author:** Liz Garton Scanlon

**Illustrator:** Marla Frazee

**Publisher:** NY: Little Simon, Simon & Schuster

**Date published:** 2015

### More attachment themed books:

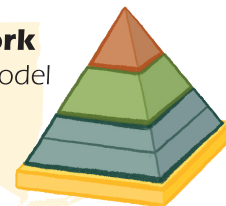
Bunting, Rose (2016). *All the World*. IL: Cottage Door Press.

Fox, Mem (2010). *Ten Little Fingers and Ten Little Toes*. Boston: HMH Books for Young Readers.

Frasier, Debra (2012). *On the Day You Were Born*. Boston: HMH Books for Young Readers.

McBratney, Sam (2008). *Guess How Much I Love You*. MA: Candlewick Press.

Prasadam-Halls, Smirti (2014). *I Love You Night and Day*. NY: Bloomsbury Children's Books USA.



New York State

# BOOK NOOKS



## Baby's Day

Enjoy reading this book as you observe babies going throughout their day. The real pictures will captivate infants and toddlers as they examine what their peers do all day.

**Title:** Baby's Day (board book)

**Author:** Flowerpot Press

**Illustrator:** Flowerpot Press

**Publisher:** Toronto: Flowerpot Press

**Date published:** 2017

### Social and emotional skills infants and toddlers can learn through this book:

Infants and toddlers will analyze what babies do throughout the day. Children will be able to recognize similar things they do throughout their day, aiding them in building confidence in themselves and the world around them.

### Social and emotional words this book can emphasize:

happy, excited, helpful, hungry, eat, tired, sleep, bath, clean, surprised, friend, play, explore.

### Activities to do while reading the book that will help promote social and emotional development:

- Have babies point to the babies in the book. While they do that, emphasize what the baby is expressing and may be feeling in that picture. "That baby is smiling with his mouth and his eyebrows are pushing up toward his hair. I think he looks very happy. I bet he is happy because he is playing with his friend. What do you think?"
- Talk about what the babies are doing in the pictures. Highlight what the babies in the book are doing with what your children do as well. This real-world connection will help children process what happens throughout a day, which can help them gain predictability and reassurance.
- Reading the same book for several days in a row is a great way to provide opportunities for infants and toddlers to develop a sense

of competence and confidence, which is an important part of social and emotional development. They become able to turn pages, point at and label pictures, talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and toddlers may even make up their own story! Try reading this book for several days in a row and use some of the ideas, activities, and opportunities listed below to enhance social and emotional skill development.

### Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Pay special attention to the routines in children's lives. Young infants need to live on their own schedules, meeting their needs on demand, consider how to build routines within their routine times of day. The times of day may not be exactly the same, but you can help build structure by having them participate in their daily routines. You can build predictability by having routines occur in the same space every day. For example, have children eat and sleep in the same places every day. Toddlers tend to start to have predictable times of routines, though they still need some flexibility in when they sleep and eat as they go through different growing phases. Again, you can help build predictability by trying to maintain an order of events throughout their day, first they get out of bed, and then they eat breakfast, get dressed, and so on. This type of order aids even the youngest children in understanding the flow of events and

New York State  
**BOOK NOOKS**



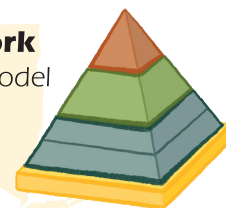
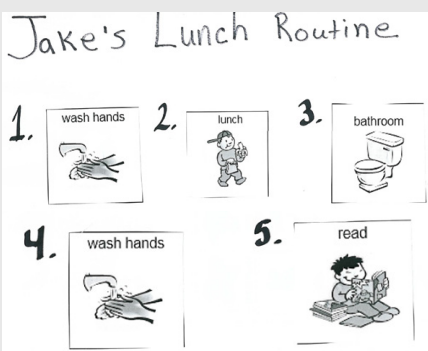
# Baby's Day

**Title:** Baby's Day (board book)  
**Author:** Flowerpot Press  
**Illustrator:** Flowerpot Press  
**Publisher:** Toronto: Flowerpot Press  
**Date published:** 2017

can help them participate in their routines and feel more safe and calm to know what is going to happen next.

- Some children benefit from concrete examples of their day. Providing infants and toddlers with a visual schedule of their daily routines can help them understand what is going to happen and what may be expected of them. Here is an example of a simple visual schedule for a lunch routine. When possible, if you can use pictures of the children and the space they live in for a visual schedule it is very helpful. If that is not possible the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) website at: [www.challengingbehavior.org](http://www.challengingbehavior.org) has many pictures that are free to use (these pictures were used for the sample schedule).

- All children love to feel independent, to be able to do things on their own. This independence plays a very large role throughout infants and toddlers social and emotional development. Even infants as young as eight months old can start to drink from a cup without support; toddlers can wash their hands and start to toilet independently. These are just a few examples of what children are capable of. Remember, you may have to repeat steps with young children many times before they can successfully complete a task without help. When teaching them these routines, it is helpful to: talk with them at their eye level, break things down step-by-step, and offer choices such as, would you like to use the blue cup or the red cup today? Using first/then statements such as first you get your hands wet and then you put soap on them, will help break steps down, making it easier for a child to accomplish. Always remember to not punish children for making mistakes while they are learning new things and of course celebrate with them when they complete a task!



New York State

# BOOK NOOKS



## Baby Faces

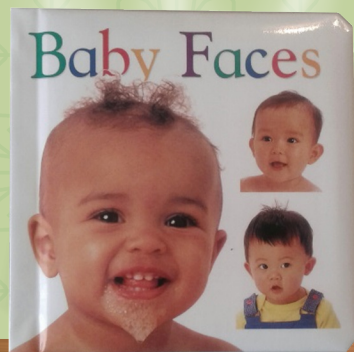
**Title:** Baby Faces  
**Author:** DK Publishing  
**Illustrator:** DK Publishing  
**Publisher:** DK Publishing  
**Date published:** October 28, 1998

<b>Pyramid Skill or concept(s)</b>	Sense of self, identifying feelings, building children's emotional vocabulary.
<b>Goal/Objective:</b>	Children will identify and label their feelings, while associating them with the pictures in the book.  Children will express their feelings using the pictures in the book.  Children will show how they feel, by mimicking the facial expressions in the book.
<b>Emotional Vocabulary:</b>	Angry, happy, puzzled, sad, surprised, worried.

### Story Time: (Show and Tell It)

<b>Name of Activity:</b>	If You're Happy And You Know It!
<b>Supplies needed:</b>	Teacher led song, or a CD with CD player.
<b>Ideas of what to say or do.</b>	As you read this picture book, ask the children how they are feeling today.  As you turn the pages in this book, ask them, "Are you feeling (point to the picture and say/verbalize the emotion), happy?"  Once the book has been read, ask all the children to stand while singing your version of this song.  Possible verses:  If you're happy and you know it, show your smile (Teacher should model smiling).  If you're sad and you know it, cry a tear (Teacher should model a sad facial expression).  If you're mad and you know it, use your words (Teacher should model by saying, I'm mad).

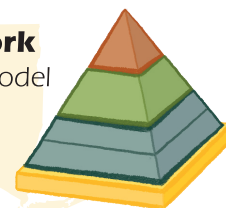
New York State  
**BOOK NOOKS**



# Baby Faces

**Title:** Baby Faces  
**Author:** DK Publishing  
**Illustrator:** DK Publishing  
**Publisher:** DK Publishing  
**Date published:** October 28, 1998

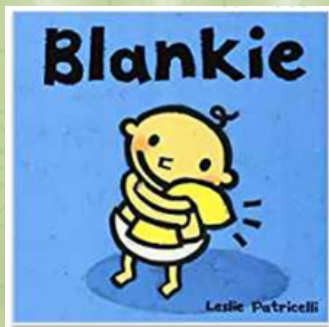
<p><b>Ideas of what to say or do. (continued)</b></p>	<p>If you're scared and you know it, ask for help (Teacher should model by saying, please help me).</p> <p>If you're happy and you know it, hug a friend (teacher should model how to hug appropriately).</p> <p>If you're tired and you know it, give a yawn (Teacher should model how to yawn).</p> <p>Add versus that you can think of that will help children identify and increase their emotional vocabulary.</p>
<p><b>What Pyramid skill or concept is covered?</b></p>	<p>Concentrating, emotional vocabulary, recognizing feelings in others.</p>





New York State

# BOOK NOOKS



## Blankie

*Blankie* walks children and adults through the life of a little boy and his blankie. This child is very attached to and loves his blankie. This demonstrates how young children use familiar objects that they love to help make spaces seem familiar and less intimidating.

**Title:** Blankie (board book)

**Author:** Leslie Patricelli

**Illustrator:** Leslie Patricelli

**Publisher:** Candlewick Press

**Date published:** 2005

### Social and emotional skills infants and toddlers can learn through this book:

Children will be able to identify at least two feelings the character expresses in different situations throughout the book. Children will be able to analyze the boy's relationship with his blankie and how he goes about his day.

### Social and emotional words this book can emphasize:

play, happy, worried, sad, share, cry, bed time, company, afraid, love.

### Activities to do while reading the book that will help promote social and emotional development:

- **A large piece of social and emotional development is learning to regulate your own emotions and express them in socially acceptable ways.** This is not an easy task and can take a long time to learn. Infants and toddlers sometimes use attachment items such as blankies to help them feel safe and secure and hence aid them in regulating their emotions. This should be observed and celebrated as a great social and emotional strategy! Talk with children about how the boy in the book snuggles his blankie when he is happy or scared. Discuss what being scared means and what you can do when you feel that way. Hugging your blankie or another attachment item such as a special bear is a strategy to help children feel better, so is finding an adult to help, taking deep breaths or sitting and looking at a book in a cozy and quiet spot.

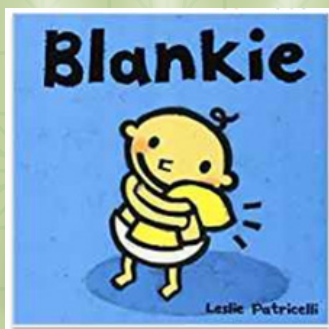
- **Help children focus on the feelings and facial expressions the boy exhibits throughout the book.** Describe how he looks and maybe feels when sharing his blankie. Point out his smile when he plays with blankie. Make connections to when you see the children look happy to share toys or play.
- **Talk with children about the things the boy in the book likes to do and what he looks like while doing these activities.** Then discuss with the children what they like to do and how they feel when participating in these activities. You can lead the conversation to how the children feel when they experience things they do not like. Point out that sometimes we do not like things and that they may make us feel sad or mad and that it is okay to feel that way. Bring the conversation to what you can do when you feel mad or sad, such as finding an adult, snuggling with an attachment item, or taking a deep breath.

### Fun for Everyone! Activities to promote social and emotional development throughout the day:

- **Impulse control helps people have the capacity to adapt to social situations and follow rules.** Again, these skills develop over a very long period of time, but even infants are developing them starting at birth. When an infant is comforted by a caregiving adult he or she understands they can count on this person to help regain control. Learning that you can be out of control and then regain is one of the key concepts in developing impulse control and emotional regulation.

New York State

# BOOK NOOKS



## Blankie

**Title:** Blankie (board book)

**Author:** Leslie Patricelli

**Illustrator:** Leslie Patricelli

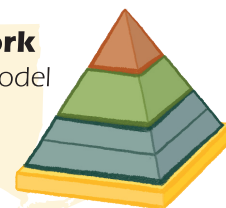
**Publisher:** Candlewick Press

**Date published:** 2005

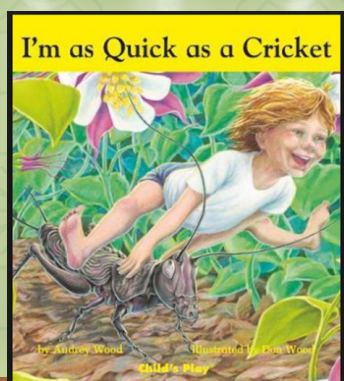
Simply comforting infants when they are out of control will give them the foundation they need to develop impulse control. Allowing young children to use their attachment items any time they need them is important for them to learn impulse control and then aid in emotional regulation. They may start off using the item for support, but will on their own time line eventually build skills to control their emotions that will not rely on their special object.

- **Offering children acceptable choices throughout the day will allow them to practice their impulse control as well as give them the ability to assert themselves and develop their self-identity skills.** Offer simple choices throughout the day such as asking if they would like to play with the soft blocks or the wood blocks, or if they would like to have apples or bananas for snack.
- **Use shatter-proof mirrors and pictures to help children see themselves expressing different emotions.** Help them label the feelings they are expressing. This will help them learn what they are feeling, and will lead to them being able to express their feelings on their own in time.

- **Offer infants and toddlers a variety of toys and objects that allow them to experience cause and effect.** When children pick up a rattle, shake it and help them realize it was them making the noise. This gives them a sense of competence and the knowledge that they have the power to make things happen. Similarly, playing with push button or pop-up toys, balls or push and pull toys will help children see that one action causes a reaction. Knowing that they have an impact on the world around them will support children's emotional development by helping them develop a sense of self and feelings of accomplishment.
- **Model how you regulate your emotions throughout the day both through your actions and verbalizations.** You can state, "I feel overwhelmed because it is very loud in here. I am going to take a couple of deep breaths to help me feel better."
- **When parents and caregivers respond promptly to children's needs and cues** it will aid them in feeling what it is like to have their needs met and build an underlying foundation for emotional regulation.



New York State  
**BOOK NOOKS**



# I'm as Quick as a Cricket

This beautifully illustrated book compares a young boy's feelings to animals. There are fun life-like pictures of the boy, showing exaggerated emotions while he imagines playing with animals. *I'm as Quick as a Cricket* is a creative way to explore feelings with concrete expressions while using your imagination.

**Title:** I'm as Quick as a Cricket (board book)  
**Author:** Audrey Wood  
**Illustrator:** Don Wood  
**Publisher:** ME: Child's Play international  
**Date published:** 1998

### Social and emotional skills infants and toddlers can learn through this book:

Infants and toddlers will analyze facial expressions as they pertain to feelings.

### Social and emotional words this book can emphasize:

sad, happy, nice, mean, strong, loud, quiet, tough, gentle, brave, shy.

### Activities to do while reading the book that will help promote social and emotional development:

- Point out the boy's facial expressions. Discuss why he might be feeling the way he is. "The boy feels sad. He is crying, he has a tear rolling down his cheek. Why do you think he is sad? Maybe he is sad because his toy truck broke." Learning to read facial expressions will help young children learn to describe their feelings and read them in others.
- Talk about what is okay and not okay for the boy to do while he is feeling the ways that he is throughout the book. This will help children learn what is appropriate behavior and some problem-solving skills too. It is always alright to have feelings, but it is not okay to hurt people or be mean because we feel sad or mad. For example, "The little boy is stating he is mean. Maybe when he feels that way he should go to a cozy area and look at a book so that he does not hurt anyone's feelings."
- Have fun encouraging the children to act out the different ways the boy is feeling. Have them pretend they are

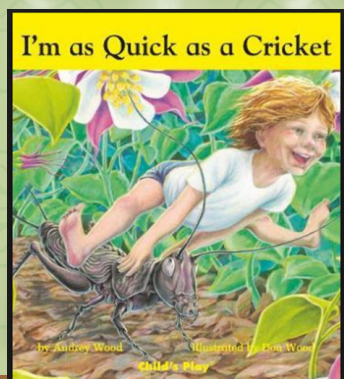
the animals in the book. Make sure if the children pretend to be mean to just make the facial expressions for that one, as you do not want to ever encourage, even when pretending, children to exhibit undesired behaviors.

- Reading the same book for several days in a row is a great way to provide opportunities for infants and toddlers to develop a sense of competence and confidence, which is an important part of social and emotional development. They become able to turn pages, point at and label pictures, talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and even make up their own story! Try reading this book for several days in a row and use some of the ideas, activities, and opportunities listed below to enhance social and emotional skill development.

### Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Use stuffed animals or puppets and a play doll to act out the feelings in the book. Problem solve with the children about what the puppets can do to feel better or what they can do when they feel happy or brave. Again, this will help demonstrate appropriate behaviors and simple problem-solving strategies to manage different emotions.
- Make pencil case feeling puzzles! Draw or use pictures from magazines or those of your children as the puzzle. Use one inch wide popsicle

New York State  
**BOOK NOOKS**



# I'm as Quick as a Cricket

**Title:** I'm as Quick as a Cricket (board book)

**Author:** Audrey Wood

**Illustrator:** Don Wood

**Publisher:** ME: Child's Play international

**Date published:** 1998

sticks for the puzzle pieces. Before laminating each picture, on the back side of it trace the popsicle stick, so you will be able to easily cut them to the shape of the stick. Laminate each picture. Cut the picture in strips to fit the sticks, each stick will make one puzzle piece. Glue each strip of a picture to a stick, keep a copy of the puzzle's picture for children to use as a model of what they are trying to build and have them build their new feeling puzzle!

For convenience, your new puzzle should be able to fit into most pencil cases; if not, you can store it safely in a zip lock bag

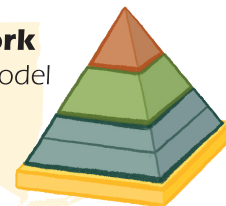
- Sing "If You're Happy and You Know It" and replace the actions with acting like the animals in the book. For example, "If you're happy and you know it, sing like a lark, tweet, tweet. If you're sad and you know it be a hound, boo-who (sounding more dog like)."
- Use some gross motor calming activities such as stretching and yoga. Use the animals in the book to create some interesting stretching poses that will give children some



**Pencil Case Feeling Puzzles!**

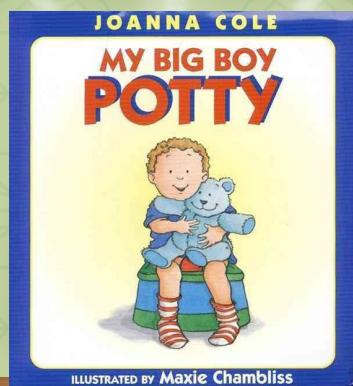
nice muscle stretching and joint pressure that may send relaxing messages to their bodies. If you are able to do the poses with the children, it will help them learn and do them more easily. For example, if you have children get into Child's Pose, which is a yoga position, you get into by standing on your knees on the floor and then put your head to the floor and put your arms in front of you so your hands are on the floor. You can call this nice bunny pose. You can have the children lay on the ground on one side and then crunch into a ball, by hugging their knees with their arms and call this quiet clam pose.

Reproduced by kind permission of Child's Play (International) Ltd.  
*I'm as Quick as a Cricket* © 1998 M.Twinn  
This edition first published 1998 by Child's Play. All rights reserved.



New York State

# BOOK NOOKS



## My Big Boy Potty

This book walks a male child through the process of learning to use the toilet. The book engages and interacts with the child being read to as they ask him questions. The illustrations represent real-life and the story reflects the experiences of learning to use the potty. There are also some simple tips for caregivers on supporting a child through the potty learning process.

**Title:** My Big Boy Potty

**Author:** Joanna Cole

**Illustrator:** Maxie Chambliss

**Publisher:** NY: HarperCollins Publisher

**Date published:** 2000

### Social and emotional skills infants and toddlers can learn through this book:

Toddlers who are ready or almost ready to start using the toilet will have examples of how and what it looks like to use it. They will be able to see the process from start to finish. Toddlers will be able discuss what the children are doing and going through in this book with the adult who reads it to them. This can be a very emotional time for toddlers and they need lots of support and patience to successfully use the potty. Reading this book over and over will not only help them learn the process but help address some of their fears and make them feel more safe and comfortable.

### Social and emotional words this book can emphasize:

wet, dry, pee, poop, potty, toilet, toilet paper, underwear/underpants, accident, proud, wipe.

### Activities to do while reading the book that will help promote social and emotional development:

- Have fun together while reading these books! This is a big topic to toddlers and can become intense very quickly. Use the book to help guide an informative way to support children through this learning process.
- Point out how the characters in the book are similar to the child you are reading with. "Wow, Michael has a bear just like you! Michael wears a diaper just like you!" Help build commonalities so the characters become good models for the child reading the book and help him

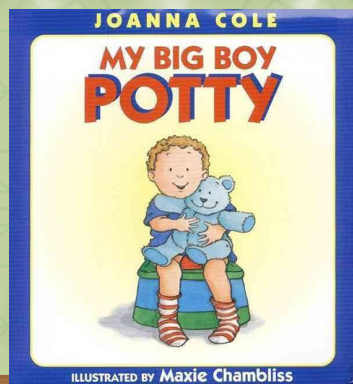
examine the process of using the potty.

- Verbally highlight the steps involved in using the bathroom to help build children's toileting vocabulary. "Michael is peeing in the potty."
- While reading the book help children understand how it physically feels to need to use the toilet.
- Use the book to discuss some of the fears or concerns children may have about using the toilet. Talk about how Michael is always safe on the toilet. Discuss where the pee and poop go after they make it into the toilet.
- These books offer good examples of how accidents happen and how they are not a big deal. Accidents can be cleaned up and fresh, clean underwear can be put on very easily. It takes a long time for children to master using the toilet and accidents should be expected.

### Remember:

Children learn to use the toilet at different ages, some children use the toilet at two years of age, some at three years, some at four years and so on. When children are developmentally ready, they will use the toilet independently. Make sure that children have all of the signs of potty learning readiness before using the toilet. A couple of signs include: the ability and willingness to follow simple directions, knowing when he has urinated or made a bowel movement and being uncomfortable when that happens.

New York State  
**BOOK NOOKS**



# My Big Boy Potty

**Title:** My Big Boy Potty

**Author:** Joanna Cole

**Illustrator:** Maxie Chambliss

**Publisher:** NY: HarperCollins Publisher

**Date published:** 2000

### Helpful reading for adults:

- For a quick list of potty learning readiness indicators and tips visit: [http://www.cdcccc.org/uploads/tipsheets/1402404807\\_TipsheetPottyTraining.pdf](http://www.cdcccc.org/uploads/tipsheets/1402404807_TipsheetPottyTraining.pdf).
- Another helpful and evidence-based book is: Brazelton, Berry, T., M.D. & Sparrow, Joshua, M.D. (2008). *Toilet Training the Brazelton Way*. NY: Hachette Book Group.
- A quick and tip-filled book for parents and childcare providers: Kinnell, Gretchen (2004). *Good Going!: Successful Potty Training for Children in Child Care*. MN: Redleaf Press.

### Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Have multiple potty learning books available for children to look at and read with you throughout the day. Providing children with the visuals of the process may help them not only learn the process, but normalize it and help with some of the fear and anxiety they may be feeling around using the toilet.
- Make picture charts of the steps of using the toilet and place them near the toilet.

- Use doll houses or similar play items to play potty time with and allow children to walk the dolls through the steps.

### More potty learning books for children:

McGrath, Bob (1996). *Uh, Oh! Gotta Go! Potty Tales from Toddlers*. NY: Barron's.

Katz, Karen (2005). *A Potty for Me!* NY: Little Simon.

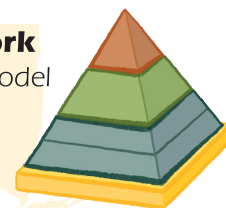
Patticelli, Leslie (2010). *Potty*. MA: Candlewick Press.

Satin Capucilli, Alyssa (2000). *The Potty Book for Boys*. NY: Barron's.

Satin Capucilli, Alyssa (2000). *The Potty Book for Girls*. NY: Barron's.

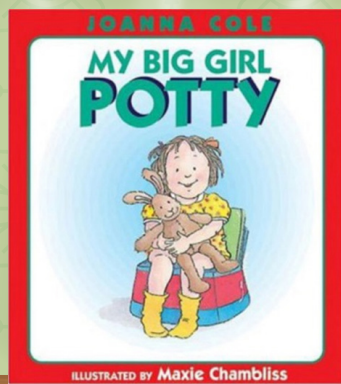
Verdick, Elizabeth (2008). *Diapers Are Not Forever*. MN: Free Spirit Publishing.

Copyright © 2005 by Joanna Cole  
Used by permission of Harper Collins Publishers



New York State

# BOOK NOOKS



## My Big Girl Potty

These books walks a female child through the process of learning to use the toilet. The book engages and interacts with the child being read to as they ask her questions. The illustrations represent real-life and the story reflects the experiences of learning to use the potty. There are also some simple tips for caregivers on supporting a child through the potty learning process.

**Title:** My Big Girl Potty

**Author:** Joanna Cole

**Illustrator:** Maxie Chambliss

**Publisher:** NY: HarperCollins Publisher

**Date published:** 2000

### Social and emotional skills infants and toddlers can learn through this book:

Toddlers who are ready or almost ready to start using the toilet will have examples of how and what it looks like to use it. They will be able to see the process from start to finish. Toddlers will be able discuss what the children are doing and going through in this book with the adult who reads it to them. This can be a very emotional time for toddlers and they need lots of support and patience to successfully use the potty. Reading this book over and over will not only help them learn the process but help address some of their fears and make them feel more safe and comfortable.

### Social and emotional words this book can emphasize:

wet, dry, pee, poop, potty, toilet, toilet paper, underwear/underpants, accident, proud, wipe.

### Activities to do while reading the book that will help promote social and emotional development:

- Have fun together while reading these books! This is a big topic to toddlers and can become intense very quickly. Use the book to help guide an informative way to support children through this learning process.
- Point out how the characters in the book are similar to the child you are reading with. "Wow, Michelle has a bear just like you! Michelle wears a diaper just like you!" Help build commonalities so the characters become good models for the child reading the book and help her

examine the process of using the potty.

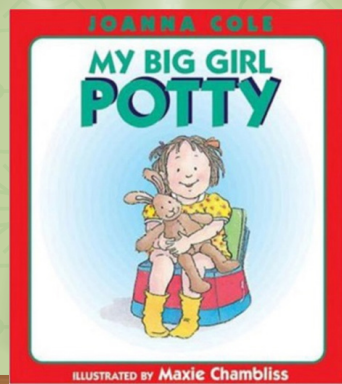
- Verbally highlight the steps involved in using the bathroom to help build children's toileting vocabulary. "Michelle is peeing in the potty."
- While reading the book help children understand how it physically feels to need to use the toilet.
- Use the book to discuss some of the fears or concerns children may have about using the toilet. Talk about how Michelle is always safe on the toilet. Discuss where the pee and poop go after they make it into the toilet.
- These books offer good examples of how accidents happen and how they are not a big deal. Accidents can be cleaned up and fresh, clean underwear can be put on very easily. It takes a long time for children to master using the toilet and accidents should be expected.

### Remember:

Children learn to use the toilet at different ages, some children use the toilet at two years of age, some at three years, some at four years and so on. When children are developmentally ready, they will use the toilet independently. Make sure that children have all of the signs of potty learning readiness before using the toilet. A couple of signs include: the ability and willingness to follow simple directions, knowing when she has urinated or made a bowel movement and being uncomfortable when that happens.

New York State

# BOOK NOOKS



## My Big Girl Potty

**Title:** My Big Girl Potty

**Author:** Joanna Cole

**Illustrator:** Maxie Chambliss

**Publisher:** NY: HarperCollins Publisher

**Date published:** 2000

### Helpful reading for adults:

- For a quick list of potty learning readiness indicators and tips visit: [http://www.cdcccc.org/uploads/tipsheets/1402404807\\_TipsheetPottyTraining.pdf](http://www.cdcccc.org/uploads/tipsheets/1402404807_TipsheetPottyTraining.pdf).
- Another helpful and evidence-based book is: Brazelton, Berry, T., M.D. & Sparrow, Joshua, M.D. (2008). *Toilet Training the Brazelton Way*. NY: Hachette Book Group.
- A quick and tip-filled book for parents and childcare providers: Kinnell, Gretchen (2004). *Good Going!: Successful Potty Training for Children in Child Care*. MN: Redleaf Press.

### Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Have multiple potty learning books available for children to look at and read with you throughout the day. Providing children with the visuals of the process may help them not only learn the process, but normalize it and help with some of the fear and anxiety they may be feeling around using the toilet.
- Make picture charts of the steps of using the toilet and place them near the toilet.

- Use doll houses or similar play items to play potty time with and allow children to walk the dolls through the steps.

### More potty learning books for children:

McGrath, Bob (1996). *Uh, Oh! Gotta Go! Potty Tales from Toddlers*. NY: Barron's.

Katz, Karen (2005). *A Potty for Me!* NY: Little Simon.

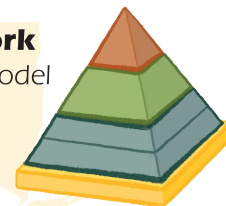
Patticelli, Leslie (2010). *Potty*. MA: Candlewick Press.

Satin Capucilli, Alyssa (2000). *The Potty Book for Boys*. NY: Barron's.

Satin Capucilli, Alyssa (2000). *The Potty Book for Girls*. NY: Barron's.

Verdick, Elizabeth (2008). *Diapers Are Not Forever*. MN: Free Spirit Publishing.

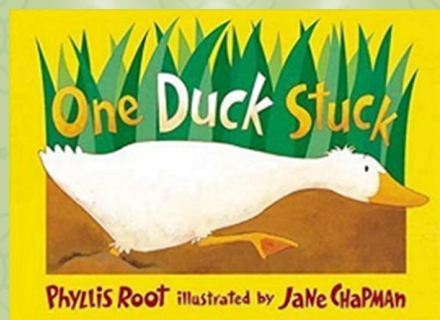
Copyright © 2005 by Joanna Cole  
Used by permission of Harper Collins Publishers





New York State

# BOOK NOOKS



Phyllis Root illustrated by Jane Chapman

## One Duck Stuck

This book follows the story of a duck who gets stuck in the muck near a marsh. The duck is scared and needs help, so a procession of friendly and helpful animals all work together to help the duck out of the muck. There are many fun rhymes in this book which makes it a playful read, while providing examples for children of how to help others and cope with needing help.

**Title:** One Duck Stuck (Board or Paperback)

**Author:** Phyllis Root

**Illustrator:** Jane Chapman

**Publisher:** Candlewick Press

**Date published:** 2001

### Social and emotional skills infants and toddlers can learn through this book:

Children will examine multiple ways to help and ask and receive help when needed. Children will be able to analyze ways to problem solve.

### Social and emotional words this book can emphasize:

help, friend, scared, happy, anxious, helpful, sad, disappointed, encourage, support, worried, calm.

### Activities to do while reading the book that will help promote social and emotional development:

- Ask children how the duck may be feeling and why they think he is feeling that way. Look at the attributes on his face that may show his feelings, point out how his eyes look, how his head hangs, etc.
- Introduce some vocabulary words such as, anxious and worried. Ask and point out why the duck might experience these feelings and then discuss what he can do to feel better. "The duck might be worried that he will not get out of the muck. He might miss his Mommy and wonder when he will see her. He is ok and if he can take some deep breaths and find help he may start to feel better."
- Walk children through some of the problem-solving strategies the animals are working through to free the duck. "The dragonflies are trying to help pull the duck out of the muck by holding on to him and flying away." Problem solving skills help people through many situations and keep people emotionally calm

and focused. This story is a good introduction to solving problems.

- Point out how when the first time the animals could not get the duck out of the muck, they tried another way to help. Discuss how trying new ways to approach solving problems resolves them.
- Discuss how the animals are helping the duck. Emphasize how it is nice of the animals to help their friend the duck. Discuss how friends help each other.
- Highlight how when all of the animals helped each other they were able to get the duck out, and then discuss how the children help others and how people feel when someone helps them. "When all of the animals worked together they were able to free the duck. It is so great when friends help each other! I remember during play today, Jacob helped Adelaide pick up a heavy bin of blocks she could not pick up on her own, but they did it together! I saw Adelaide have a big smile on her face after Jacob helped her, and I saw Jacob smile because he was happy that he was able to help Adelaide!"

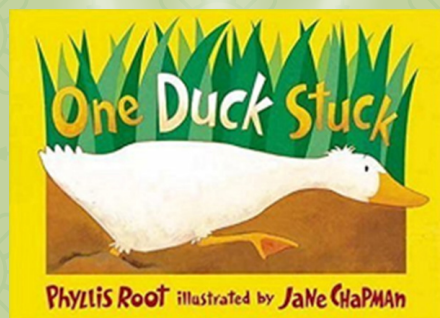
### Fun for Everyone! Activities to promote social and emotional development throughout the day:

Model and help support children through the three problem solving steps whenever problems arise:

1. Define the problem
2. Identify the feelings the problem is creating
3. Work on possible solutions, one at a time

New York State

# BOOK NOOKS



Phyllis Root illustrated by Jane Chapman

## One Duck Stuck

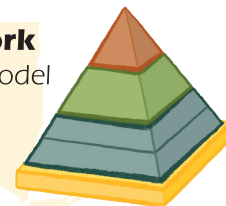
**Title:** One Duck Stuck (Board or Paperback)  
**Author:** Phyllis Root  
**Illustrator:** Jane Chapman  
**Publisher:** Candlewick Press  
**Date published:** 2001

It will take a long time for children to put these steps into place without adult support, they may even be in preschool before you will see them do this. However, supporting them with an appropriate way to approach problems will help them regulate their emotions and lay the foundation for individual resolutions later in life.

- As you introduce children to the concepts of developing problem solving skills, this is a lot of information for toddlers to take in, but with lots of concrete exposure to this process they will start to problem solve. You can act out with another adult a quick scenario for the children to watch. For instance, you can pretend to be two children who want to play with the same truck, and then use the three problem solving steps to find a solution!
- Set up activities for children to have to do together. Have them carry large (but not too large or heavy) objects from one place to another. Place a large bin of blocks out that requires at least two children to carry it to a play space. Ask them to move it and help them problem solve through it together.
- Take pictures of children helping others, discuss how they were helping people, and how they and the people they helped felt about it. Hang the pictures up or make a

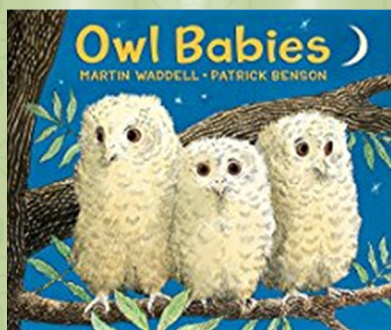
helping book with them to continue and deepen the conversation.

- While playing with dramatic play materials point out times when the “characters” are helping others, may need help or need to look at how to solve a problem. Help the characters play through the situations.
- Talk with children about times they may feel worried about things. Discuss things they can do to feel better when they feel this way, such as talking to Mom, Dad or caregiver, take some deep breaths, snuggle with their lovey, etc.
- Create games where children need to solve problems. Make yourself available to help talk them through it as needed. For example, if you take a small toy (not too small to avoid choking hazards), put it in a big ball of playdough and then tell the child there is something in the playdough he or she will have to get out. Remember to use the three problem solving steps while playing these games.



New York State

# BOOK NOOKS



## Owl Babies

Three owls wake up to find that their mother is not home with them. The owls talk each other through their fears of where their mother might be and if she will return. When their mother comes back, she reminds them that she told them she was going to go away for a short while and then return, which is what she did, to her baby owls' great relief. This book portrays how infants and toddlers experience separation anxiety and provides them with a concrete example of how loved ones can leave and then return, which may help them with separation anxiety.

**Title:** Owl Babies

**Author:** Martin Waddell

**Illustrator:** Patrick Benson

**Publisher:** Candlewick Press

**Date published:** 2012

### Social and emotional skills infants and toddlers can learn through this book:

Infants and toddlers will be able to examine how loved ones leave and return.

### Social and emotional words this book can emphasize:

live, think, wait, worry, come back, nervous, be back soon, excited.

### Activities to do while reading the book that will help promote social and emotional development:

- Discuss what the owls are experiencing and how they might be feeling throughout the book. Make sure to highlight that they miss their mother and that it is alright to miss people when you are not able to be with them. Use this time to reassure children that people go places and we cannot always see them, but they are still fine even when not in sight. You might say, "The owls are sad, because they cannot see their mother and they do not know where she is. I am sure their mother is out doing an errand and is just fine and will be back to be with them very soon."
- Talk about what the owl babies can do to make themselves feel better while their mother is gone. Maybe the owls could look at a book, take some deep breaths or sing a song. Point out what the children can do when they miss their mom or loved one, "When you miss mommy, you like to cuddle your blanket and look at her picture."
- Have a detailed discussion about how the mother returns in the story. Mention how the owl babies and their

mother were all safe throughout the time they were not together.

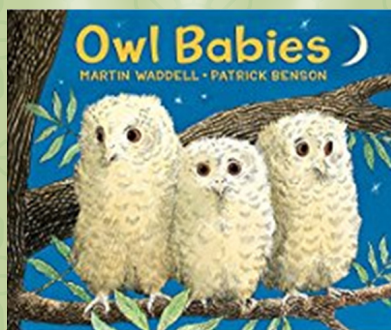
- Reading the same book for several days in a row is a great way to provide opportunities for infants and toddlers to develop a sense of competence and confidence, which is an important part of social and emotional development. They become able to turn pages, point at and label pictures, talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and even make up their own story! Try reading this book for several days in a row and use some of the ideas, activities, and opportunities listed below to enhance social and emotional skill development.

### Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Help children decorate a special unbreakable and safe picture frame and then put a picture in it of the people they have a hard time separating from on a regular basis. You can also help them make and decorate a book with people they need to separate from. Allow children use of their books and pictures at any time, they may want to carry them around or sit in a cozy spot with them. Talk with the children about the people in the pictures and point out how they are alright and what they might be doing. "There is your daddy. I know you miss him, I can tell because you cry and are sad when he leaves in the morning. In this picture he is reading you a book. What do you think he is doing right

New York State

# BOOK NOOKS



## Owl Babies

**Title:** Owl Babies  
**Author:** Martin Waddell  
**Illustrator:** Patrick Benson  
**Publisher:** Candlewick Press  
**Date published:** 2012

now? I bet he is talking on the phone at work.”

- Play peek-a-boo and other types of hiding and returning, and finding games. This can help children understand people are there, gone and then come back. A fun spin on peek-a-boo is to hide a toy under a blanket or behind something and then look for it.
- Help children develop good bye routines. Maybe every time they have to say good bye to mommy or daddy, mommy or daddy gives the child their special picture, in the same physical space (such as a chair or spot by the window so the child can watch him or her walk away), a kiss and a hug good bye, and then leaves with a wave out the door.
- Try to make sure children are always left in familiar places with familiar people. If you need to make a new place familiar, allow the child to bring something from home to make the place seem more like home. A child may have a special blanket or stuffed animal, a lovey, or a particular toy he or she plays with often, use these types of items and allow the child to have access to them as often as he or she wants throughout the day to help create this familiar feeling.

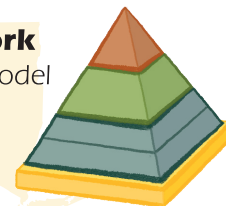
### More books that work with separation anxiety:

Appelt, Kathi (2000). *Oh My Baby, Little One*. Boston: HMH for Young Readers.

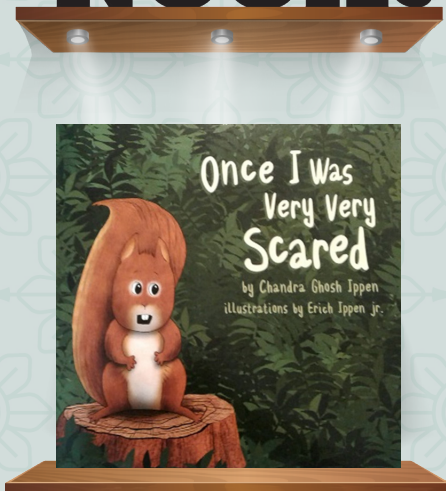
Rusackas, Francesca (2003). *I Love You All Day Long*. NY: Harper Collins.

Spinelli, Eileen (1998). *When Mama Comes Home Tonight*. NY: Simon and Shuster Books for Young Children.

Tafari, Nancy (1984). *Have You Seen My Duckling?* NY: Tupelo Books.



New York State  
**BOOK NOOKS**



**Title:** Once I Was Very Very Scared  
**Author:** Chandra Ghosh Ippen  
**Illustrator:** Erich Ippen Jr.  
**Date published:** January 25, 2017

# Once I Was Very Very Scared

The authors use animal characters to discuss how we all have feelings and when we feel scared, stressed, mad, or sad, we are affected differently. Through animals, this book shows how adults can help children feel safe and how to cope with difficult feelings.

The Squirrel takes the opportunity to tell his friends about a time when he was scared. He finds out that his friends have felt scared before just like him.

<b>Pyramid Skill or concept(s)</b>	Identifying feelings, increasing emotional vocabulary, and managing your emotions.
<b>Goal/Objective:</b>	Children will recognize and recall different feelings they have.  Children will discover ways to manage their difficult feelings.
<b>Emotional Vocabulary:</b>	Angry, ashamed, embarrassed, forgiveness, frustrated, lonely, love, sad, safe, scared, worry.

<b>Story Time: (Show and Tell It)</b>	
<b>Name of Activity:</b>	Show and Tell Feelings
<b>Supplies needed:</b>	Emotional Faces, Tucker Turtle
<b>Ideas of what to say or do.</b>	Prior to reading the story, take some time to create a problem solving area, to stage various props that can be used by children. During the story relate the emotional vocabulary in the book to the feeling chart from the resources in the Pyramid Model.  Ask the question, "What happens to the turtle's body when he feels scared?"  Introduce the Tucker Turtle technique, so children can rehearse the strategy of managing their emotions.
<b>What Pyramid skill or concept is covered?</b>	Recognizing feelings, problem solving, regulating emotions.

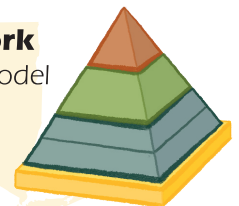
New York State  
**BOOK NOOKS**



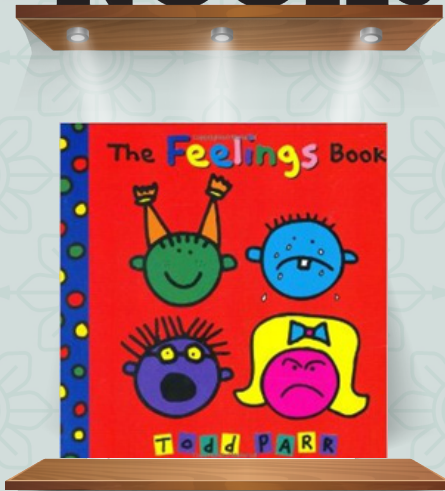
**Once I Was  
Very Very  
Scared**

**Title:** Once I Was Very Very Scared  
**Author:** Chandra Ghosh Ippen  
**Illustrator:** Erich Ippen Jr.  
**Date published:** January 25, 2017

Large Group: (Practice It)	
<b>Name of Activity:</b>	Feeling Cards
<b>Supplies needed:</b>	A minimum of ten different emotions being expressed on the faces of children, for example, frustrated, embarrassed, sad, mad, nervous, happy proud, scared, loved, lonely (use the pyramid model feeling chart).
<b>Ideas of what to say or do.</b>	<p>Print out the feeling chart from the resources in the Pyramid Model. Cut out and laminate the faces to create individual cards, to be used as flash cards.</p> <p>While holding up one of the feeling flash cards, guide the children in exploring the different feelings that are on the chart, by asking the following questions.</p> <p>Ask the children, "Do you know what feeling I am holding up?" Ask the children if they can find the feeling that you are holding up, on the Pyramid feeling chart.</p> <p>Give the children enough time to take the flash card and walk over to the chart to place it next to the same feeling being expressed on the chart, or alternatively how they are feeling at that moment.</p> <p>Allow all the children who want to participate, to take a turn.</p>
<b>What Pyramid skill or concept is covered?</b>	Identifying feelings, building emotional vocabulary.



New York State  
**BOOK NOOKS**



# The Feelings Book

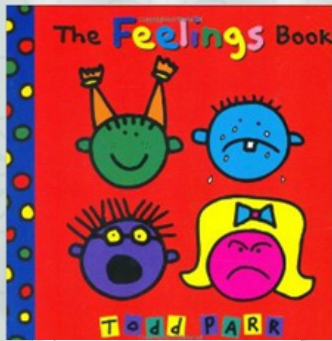
*The Feelings Book* expresses with great colors and wonderful expressions of how children can experience a wide range of emotions in a short time. It shows children how to express themselves in a way that they can relate to and allows them to be free and silly while doing so.

**Title:** The Feelings Book  
**Author:** Todd Parr  
**Illustrator:** Todd Parr  
**Publisher:** Little, Brown Books for Young Readers  
**Date published:** 2000

<b>Pyramid Skill or concept(s)</b>	Recognizing feelings in others and one's self.
<b>Goal/Objective:</b>	Children will be better able to recognize the different feelings they could experience.  Children will use feeling words to describe different emotions.
<b>Emotional Vocabulary:</b>	Brave, courageous, crank, excited, happy lonely, scared sick, silly.

<b>Large group: (Practice It)</b>	
<b>Name of Activity:</b>	Bingo (feelings chart)
<b>Supplies needed:</b>	Facial expressions of the children in the class, card stock, glue stick, Velcro and laminated words used in the book.
<b>Ideas of what to say or do.</b>	Create the bingo board using the card stock and the feelings faces. Have only 6 or 8 feelings faces on each board (make another set of feelings faces for the matching card the children will pull out of the basket)  Ask children to pick a card from a basket. Call the bingo game by asking the question, "Who has the scared face on their Bingo board"  Help the children match the feeling face and demonstrate the facial expression it goes with.
<b>What Pyramid skill or concept is covered?</b>	Concentrating, emotional vocabulary, recognizing feelings in others.

New York State  
**BOOK NOOKS**

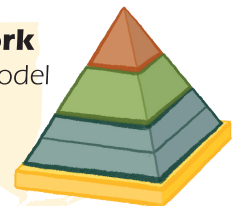


# The Feelings Book

**Title:** The Feelings Book  
**Author:** Todd Parr  
**Illustrator:** Todd Parr  
**Publisher:** Little, Brown Books for Young Readers  
**Date published:** 2000

Transitions: (Practice It)	
<b>Name of Activity:</b>	How are you feeling?
<b>Supplies needed:</b>	Teacher led.
<b>Ideas of what to say or do.</b>	<p>Use this activity to get kids moving and transitioning to another activity.</p> <p>Ask the children, "Who can show me their silly face?"</p> <p>Ask the children, "Who can show me a glum face?"</p> <p>Use phrases like, thank you for showing me your silly face, or I see you showing how someone who is feeling glum might look, to reinforce recognition of different emotions.</p> <p>As each child shows you an expression, they can transition to the next activity. Make sure there is not a lot of waiting time for this activity.</p> <p>Transitions are most effective when they are short, meaningful and consistent.</p>
<b>What Pyramid skill or concept is covered?</b>	Listening to instructions, concentrating, and having confidence, control over his or her body.

THE FEELINGS BOOK (C) 2000 by Todd Parr. Reprinted with permission of Little, Brown Books for Young Readers.





New York State  
**BOOK NOOKS**



When Sophie's Feelings  
Are Really, Really Hurt



BY MOLLY BANG  
CREATOR OF THE BESTSELLER WHEN SOPHIE GETS ANGRY...

# When Sophie's Feelings are Really, Really Hurt

This book reminds us that words can hurt and helps the reader recognize what it feels like when someone is sad, and how to show kindness to someone who is feeling hurt or sad.

When you read this story, you will experience Sophie's range of emotions as she goes from feeling very confident and excited about her artwork to feeling hurt and questioning her decision to create a tree that is distinctly different from the trees other children created.

She begins to feel sad as she processes the hurtful words of being told she did not draw her tree the right way. After the teacher helps them see the beauty in things that are different, the children express their appreciation for each other's artwork.

**Title:** When Sophie's Feelings are Really, Really Hurt

**Author:** Molly Bang

**Illustrator:** Molly Bang

**Date published:** September 29, 2015

<b>Pyramid Skill or concept(s)</b>	Empathy, kindness, creative thinking, problem solving, and that feeling change.
<b>Goal/Objective:</b>	Children will recognize different emotions and that there are many different ways to interpret the world. Children will use social and emotional words.
<b>Emotional Vocabulary:</b>	Ashamed, courageous, embarrassed, friendly, gentle, generous, guilty, happy, kindness, proud, respect, sensitive, strong, and thoughtful.

### Story Time: (Show and Tell It)

<b>Name of Activity:</b>	Managing The Hurt
<b>Supplies needed:</b>	Emotional Faces, Solution Kit, and The Teasing Shield.
<b>Ideas of what to say or do.</b>	<p>Prior to reading the story, take some time to create a problem solving area, to stage various props that can be used by children to help children manage their feelings. During the story, relate the emotional vocabulary in the book to the feeling chart from the resources in the Pyramid Model.</p> <p>Ask the children the question, "Have you ever seen another child being teased?" Ask them, "How do they think the child who was teased felt?"</p> <p>If you have time, show the video (2.6), from module two of the Pyramid Model preschool curriculum so the children can watch the teacher model how to ignore someone who is teasing them.</p>
<b>What Pyramid skill or concept is covered?</b>	Recognizing feelings, problem solving, regulating emotions.

New York State  
**BOOK  
NOOKS**



When Sophie's Feelings  
Are Really, Really Hurt



BY MOLLY BANG  
CREATOR OF THE BESTSELLER WHEN SOPHIE GETS ANGRY...

# When Sophie's Feelings are Really, Really Hurt

**Title:** When Sophie's Feelings are Really, Really Hurt

**Author:** Molly Bang

**Illustrator:** Molly Bang

**Date published:** September 29, 2015

Large Group: (Practice It)	
<b>Name of Activity:</b>	Feeling Flash Cards
<b>Supplies needed:</b>	A minimum of ten different emotions being expressed on the faces of children, for example, frustrated, embarrassed, sad, mad, nervous, happy proud, scared, loved, lonely (use the Pyramid Model feelings chart).
<b>Ideas of what to say or do.</b>	<p>Print out the feelings chart from the resources in the Pyramid Model. Cut out and laminate the faces to create individual cards, to be used as flash cards.</p> <p>While holding up one of the feeling flash cards, guide the children in exploring the different feelings that are on the chart, by asking the following questions:</p> <p>“Do you know what feeling I am holding up?”</p> <p>“How many of you are feeling (name the feeling), for example sad, nervous, mad?”</p> <p>You can find the feeling that you are holding up on the Pyramid feeling chart.</p> <p>Give the children enough time to take the flash card and walk over to the chart to place it next to the same feeling being expressed on the chart. Allow all the children who want to participate to take a turn.</p>
<b>What Pyramid skill or concept is covered?</b>	Identifying feelings, building emotional vocabulary.

New York State  
**BOOK NOOKS**



When Sophie's Feelings  
Are Really, Really Hurt



BY MOLLY BANG  
CREATOR OF THE BESTSELLER WHEN SOPHIE GETS ANGRY...

# When Sophie's Feelings are Really, Really Hurt

**Title:** When Sophie's Feelings are Really, Really Hurt

**Author:** Molly Bang

**Illustrator:** Molly Bang

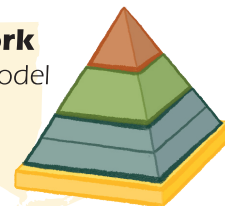
**Date published:** September 29, 2015

### Arts & Crafts: ( Practice It)

<b>Name of Activity:</b>	My Feeling Tree
<b>Supplies needed:</b>	Various colors of paint, paintbrushes, various colors of construction paper, and glue sticks.
<b>Ideas of what to say or do.</b>	Using the materials listed, guide the children in creating their own favorite tree.  Ask the children, "How do you think Sophie would feel about your tree?" Ask them, "How do you feel about your tree?" Let the children identify and choose the emotion from the feeling chart that represents how they feel about their tree. Lastly, ask the children "How do you feel about the other trees that were made?"
<b>What Pyramid skill or concept is covered?</b>	Identifying feelings, confidence, building emotional vocabulary.

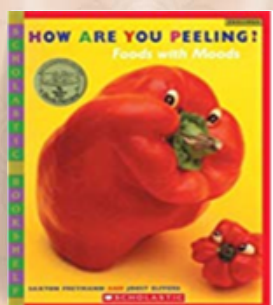
### Arts & Crafts: ( Practice It)

<b>Name of Activity:</b>	Color Me Happy, Color Me Sad
<b>Supplies needed:</b>	Various colors of paint, paintbrushes, smocks and painting easels.
<b>Ideas of what to say or do.</b>	Using the materials listed, guide the children in creating a colorful piece of art that reflects how they are feeling at that moment in time.  Allow children to stand at a painting easel while they paint. You can add music to this activity to promote gross motor skills and set the mood in the room.
<b>What Pyramid skill or concept is covered?</b>	Identifying feelings, building emotional vocabulary.





New York State

**BOOK  
NOOKS**

# How Are You Peeling?

## How Are You Peeling?

is a whimsical display of a variety of emotions. The artist's rendition of vegetable expressively displaying a variety of emotions will capture the attention of a wide audience.

**Title:** How Are You Peeling?**Author:** Saxton Freymann and Joost Elffers**Illustrator:** Saxton Freymann and Joost Elffers**Publisher:** Scholastic Paperbacks**Date published:** June 1, 2004

### **Social and emotional skills infants and toddlers can learn through this book:**

There are many emotions. Our expressions change depending upon our moods. Awareness of expression and body language. We react in response to our emotions.

### **Social and emotional words this book can emphasize:**

Amused, Angry, Ashamed, Bad, Belong, Blamed, Blue, Bold, Cheer up, Comfort, Confused, Cry, Disappointed, Embarrassed, Friend, Frustrated, Gentle, Happy, Hurt, Jealous, Late, Love, Mean, Not Sure, Patience, Pout, Pride, Sad, Safe, Scream, Secure, Shout, Shy, Smile, Sorry, Surprised, Timid, Tired, Understood, Wait, Whine, Wired

### **Activities to do while reading the book that will help promote social and emotional development:**

#### **Before reading the book:**

- provide child(ren) with vegetables & fruits (real or props) that they will see in the book. While reading ask, "Who is feeling -- identify an emotion on the page displayed?" Help child find the matching food. If in a group setting give each child an equal number of food props (plastic, felt, pictures, real), help the child with the matching food show it to the group and encourage them to say, "the -- is feeling --."

#### **Upon introduction of the book:**

- show them the cover and identify the picture as silly because vegetables/peppers don't have faces or feelings.

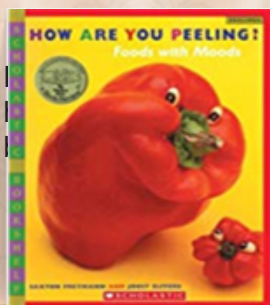
- Discuss what is silly and invite children to share something silly or ask them to share a different feeling.
- Share that we can pretend many things. The authors/illustrators are pretending that fruits and vegetables have feelings just like us.

#### **While reading the book:**

- Point out the details of the expressions as they relate to the identified emotion.
- Imitate the emotion expressed in the pictures.
- Discuss what we do when we experience the emotion depicted in the picture (when I am sad I cry or hide; when I am frustrated I want to scream and throw something but I count to three instead...).
- Record what the children express on a displayed paper or white board. To show them what they have to say is important. Refer to this later in the day or the next time you read the book.
- Identify the food in the picture, describe its properties such as taste, texture, color, shape and share if you enjoy it or how you like it cooked. Invite child to share their like or dislike of the food.
- Discuss that we may like or dislike the same foods, or we can have different feelings about the same event. For example, when I see a dog I am happy but my friend is scared.

New York State

# BOOK NOOKS



## How Are You Peeling?

**Title:** How Are You Peeling?

**Author:** Saxton Freymann and Joost Elffers

**Illustrator:** Saxton Freymann and Joost Elffers

**Publisher:** Scholastic Paperbacks

**Date published:** June 1, 2004

### Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Display a picture chart or cards of various feelings. Match the pictures with the same emotion in the book.
- Provide mirrors, costumes and props. Encourage children to pretend to have an emotion and act out a scenario that would elicit the emotion.
- Throughout the day share your emotions with the children. Talk through how you are coping with the emotion. Share possible reactions you may have. Tell them why you chose the course of action you picked.
- Coach children to identify their emotions and guide them through the strong emotions to socially acceptable outlets for their emotions.

#### Art

- Create a food art station. Provide toothpicks, child safe pumpkin carving tools, pre-cut vegetables, variety whole vegetables, beans & lentils and supervision. Encourage children to make their own food art.
- Extend this activity into a writing experience by guiding the child to tell a story of how the final product feels and write the child's story down. Guiding questions may be: *How does the tomato feel? Why does it feel this way? What happened? What will the tomato do next? Does it need help?*

- Display food art carvings, photos of art carvings or display a looping slide show of food carvings.

#### Cooking/Food Experience

- Set out a variety of tools to prepare vegetables at a supervised station.
- Invite children to cut up vegetables with you for a garden salad.
- As the child picks up the vegetable, discuss the size, texture and smell.
- While cutting describe how you are cutting: slicing, chopping, scooping.
- As the child cuts the vegetable discuss how it looks on the inside. Investigate the vegetable inside and out. Help the child state the similarities and differences on the inside/outside of the vegetable.

#### Science

- Save the seed from the vegetables you prepare with the child(ren). Set them on paper towels to dry. Plant dried seeds in an opaque or clear container next to the side. As the seed germinates, photograph the process.
- Measure the growth of the seed with older children. Chart the growth by day or week.
- Research the vegetables, discover the climate where they naturally grow, look at pictures of the plants the vegetables come from.
- Bring a field guide of local plants on a walk outdoors. Notice the plants growing. Help children locate the plant in the field guide.

**Enjoy each moment with the child by focusing on the child. Be in the moment to show the child how important they are to you.**

