

**Ms. Renee's Preschool Curation Collection Overview**

**Renee Pierre**

**Eastern Washington University**

**EDUC 631: Early Childhood Internship I**

**Dr. Allison Wilson**

**May 9, 2021**

## Table of Contents

Welcome to my Curation .....	4
Student Audience .....	6
<i>Art &amp; Creativity</i> .....	6
1. Curation Item: Freeze Dance .....	6
<i>Language &amp; Literacy</i> .....	8
1. Curation Item: Create a Story Box .....	8
<i>Mathematics</i> .....	10
1. Curation Item: Personal Pizzas for Playing with Numbers .....	10
<i>Science &amp; Technology</i> .....	13
1. Curation Item: Pepper and Soap Science Experiment .....	13
<i>Social-Emotional</i> .....	15
1. Curation Item: Breathing Choices Memory Game .....	15
2. Curation Item: Sesame Street Monster Meditation .....	18
Family Audience .....	21
<i>Connections with Others</i> .....	21
1. Curation Item: Washington Listens .....	21
2. Curation Item: National Alliance on Mental Illness Snohomish County .....	21
<i>Meaningful Interactions</i> .....	22
1. Curation Item: PBS KIDS .....	22
2. Curation Item: Sesame Street Communities .....	22
<i>Health &amp; Well-Being</i> .....	23
1. Curation Item: Social-Emotional Skills Preschoolers Need .....	23
2. Curation Item: Helping Children Cope .....	24
3. Curation Item: Mental and emotional well-being .....	24
Teacher Audience .....	25
<i>Resources</i> .....	25
1. Curation Item: Brookes Publishing .....	25
2. Curation Item: WeAreTeachers .....	26
3. Curation Item: Wide Open School .....	26
<i>Professional Development</i> .....	27
1. Curation Item: Development and Research in Early Mathematics Education .....	27
2. Curation Item: The Inclusion Lab .....	27

3. Curation Item: National Association for the Education of Young Children .....	28
References.....	30

## Welcome to my Curation

Hello, my name is Renee Pierre. I am a parent, M.Ed. student at Eastern Washington University, and a preschool teacher working with children ages three to five. For almost fifteen years, I have worked at one of Washington's state-funded preschools called Early Childhood Education and Assistance Program, more commonly known as ECEAP. As a preschool teacher, it is my role to join forces with families in supporting their child's growth and development in the classroom and at home. I believe the early years are vital to a child's development and healthy interactions have long-term benefits in their growth. I have created this curation collection to continue to advocate for children's positive beginnings by collaborating with preschool families and fellow professionals during these challenging times with the COVID-19 pandemic.

This website is intended for you to navigate easily. As you can see above, there are five tabs on the right-hand side. The Students tab offers developmentally appropriate activities for preschoolers. The resources are grouped based on the learning domains of Art & Creativity, Language & Literacy, Mathematics, Science & Technology, or Social-Emotional. In the Families tab, you will find resources to support families and their children. Each one is sorted by the theme of Connecting with Others, Meaningful Interactions, or Health & Well-Being. Next, the Teachers tab provides more resources that can be useful in the classroom or presented to families to be implemented at home. I also have provided opportunities for professional development. The Lessons tab is an extension to the student tab because I demonstrate hands-on, engaging activities for families or teachers to use with preschoolers. Lastly, I have the Standards tab. Here, I have ensured all the student activities and lessons are intentionally curated by being authentically and developmentally appropriate learning opportunities for

preschoolers based on the Teaching Strategies Gold Objectives for Development and Learning. These thirty-eight objectives assess the development and learning from birth to kindergarten and align with the Common Core State Standards and Washington State Early Learning Guidelines. At any time, you can return to the home page by clicking on Ms. Renee's Preschool Curation tab on the left.

Thank you for visiting my curation. I hope you find this collection helpful and if you have any questions, please feel free to contact me below.

## Student Audience

The curated resources for the student audience are developmentally appropriate activities for preschoolers. The resources are grouped based on the learning domains of Art & Creativity, Language & Literacy, Mathematics, Science & Technology, and Social-Emotional.

### *Art & Creativity*

#### 1. **Curation Item: Freeze Dance**

**General Overview:** Growing up, I remember enjoying watching cartoons and informative shows about animals on channel nine, which was the Public Broadcasting System more commonly known as PBS. As times have changed over the years and technology transformed, PBS has grown from television only to include online resources. One extension that has evolved from this transition is PBS for Parents. This portion of the website provides families with a wealth of knowledge on child development and learning activities for children ages two to eight. Clicking on the Learn and Grow tab directs the adult to many resources, allowing them to narrow down their searches by age and/or learning content, enabling the children's activities to be individualized to their abilities and interests. While looking through the activities list for a four-year-old in the art section, I noticed they are interactive and support children's learning and development by being as creative as they want as there is no wrong way to engage. I found the Freeze Dance activity under music and movement, which is a preschool favorite.

**Authentic Learning Experience:** Freeze Dance from PBS for Parents art -music and movement activity uses children's natural creativity to move their bodies within their environment. This open-ended activity permits children to think critically on how to manipulate their moves using their balancing skills and large motor movements by interpreting their feelings

from the rhythm of the music. Children also use their listening skills to determine when to freeze their actions as the music stops and how fast or slow to move their bodies based on the music's tempo. Moreover, it promotes verbal interactions with adults and social learning by following movements from others. The authentic learning experiences extend with the child increasing complex movements and their freezing becoming more accurate. The family can also use a variety of music options to explore different types of music.

**Developmentally Appropriate Practices:** Children naturally are curious learners and this activity allows them to manipulate their bodies and experiment with their movements creatively. The movements can be child-led or engaged in following the adult's lead or song directions, such as hopping and stop. For child development, this music and movement activity exposes the children to various musical and dance concepts. The Freeze Dance activity also offers the children opportunities to develop listening skills and practice the skill of following directions. This activity supports interest-based learning because it allows the music to be chosen by the child. The family can also choose to use this activity using songs in their home language or music from their culture.

**Teaching Strategies Gold Objectives for Development and Learning:** This activity is appropriate for the development of preschoolers as the children will learn about concepts of music and movements, which aligns with the TSG objectives of The Arts as identified below:

- 34. Explores musical concepts and expression
- 35. Explores dance and movement concepts

**Additional TSG Objectives:**

## Language

- 8. Listens to and understands increasingly complex language
  - a. Comprehends language
  - b. Follows directions

***Language & Literacy*****1. Curation Item: Create a Story Box**

**General Overview:** Have you ever been in a situation of needing a story to read with your child, but you do not have a book on hand that sparks their interests? HOMER, an online and digital app, has over one thousand activities and games for children ages two to eight that promote developing reading, math, social-emotional, cognitive, and creative expression skills. These activities can be chosen by age and theme, customizing the child's abilities and interests. They also support the preschooler's learning development as they can be implemented independently or with others in the comfort of their own home. Moreover, the skills used in the activities grow with the child's age, abilities, and interests. HOMER offers some free resources in the Activity Center. However, a paid membership is needed to access all tools after a free month's trial. One of my favorites that HOMER's Activity Center offers from their older post section is "Create a Story Box."

**Authentic Learning Experience:** HOMER's Create a Story Box is a creative way to engage your child in the world of verbal storytelling using materials they choose from their environment (e.g., toys, clothing, blankets, artifacts, furniture, etc.) and is based on their own understanding of the world around them, such as gender roles, personal experiences, and home language. This



activity is open-ended as the child can think creatively of what the props will represent and connecting how all the objects fit together to create a complete story. They can also steer the storyline's direction independently or with adult support, promoting back and forth dialog as they build and talk about the story. The authentic learning experience extends with the child's ability to identifying the proper sequencing of the story by having a beginning, middle, and an end. Moreover, as the child grows and develops, they provide more details about the characters, events, ideas, and storyline.

**Developmentally Appropriate Practices:** Every child's learning journey is different and language development is an integral part of the skills needed throughout our lives. The Create a Story Box allows children to playfully and creatively practice the art of storytelling through verbal exploration. This activity is unique because it is based on the child's personal knowledge of experiences and the materials used reflect the family's culture. It is a hands-on activity and engages preschoolers to act out the story instead of using a physical book. It allows them to be in charge of the play by recalling what they already know and making connections to new ideas. They can identify what happens and how props are used, even if used unconventionally, such as using a block for a telephone. This kind of play promotes children's verbal skills by encouraging them to speak clearly to get their point across using descriptive and expressive language. When playing with the adults, the child hears more language, in turn learning more vocabulary. These interactions increase the child's knowledge and abilities in creating complete sentences while engaging in more back-and-forth conversations, especially when the adult asks open-ended questions that initiate more thinking than yes or no responses.

**Teaching Strategies Gold Objectives for Development and Learning:** This activity is appropriate for the development of preschoolers as the children will learn about concepts of storytelling, which aligns with the TSG objectives of Language as identified below:

- 9. Uses language to express thoughts and needs
  - a. Uses an expanding expressive vocabulary
  - b. Speaks clearly
  - c. Uses conventional grammar

**Additional TSG Objectives:**

**Cognitive**

- 11. Demonstrates positive approaches to learning
  - e. Shows flexibility and inventiveness in thinking
- 12. Remembers and connects experiences
  - a. Recognizes and recalls

**The Arts**

- 36. Explores drama through actions and language

***Mathematics***

**1. Curation Item: Personal Pizzas for Playing with Numbers**

**General Overview:** Do you find math challenging and wonder how to support your preschooler in building confident mathematical skills? It is easier than you think because math is part of our daily lives. At the Development and Research in Early Mathematics Education (DREME), a network of scholars from across the country collaborates to advance math teaching and learning for children from birth to eight years old through Family Math activities. These family activities

are free, research-based early math materials that are playful and engaging. There are no special skills or materials required because DREME takes everyday household routines, such as cooking or chores, and transforms them into math learning opportunities. Each activity supports families by offering tips on talking with the child about math and games to engage with them. One of my favorite activities from DREME Family Math is the Personal Pizzas for Playing with Numbers. This cooking activity comes with a full page of instructions in English or Spanish and includes tips on engaging in math talk with the child.

**Authentic Learning Experience:** DREME's Family Math Personal Pizzas for Playing with Numbers is a fun, open-ended way for children to engage in math through cooking meals.

Children will use their thinking skills to figure out where, how, and what order ingredients should be placed on the pizzas. The amount of adult support needed for this activity can be tailored to meet the individual child's learning needs, such as having number cards with dots helping the child connect the amount to the numerals or verbally identifying the number.

DREME recipes come in English or Spanish and provide math tips for families in their home language, which encourages discourse between them and the child. This allows the child to learn math terms in a playful manner where it is safe to take risks in their creative thinking. The authentic learning experience extends with the child's ability to be more accurate with counting and identifying numbers, being more focused on making multiple pizzas, and being more intentional in making all of them identical.

**Developmentally Appropriate Practices:** Children learn through fun, hands-on engagement.

With math being all around us, it is easy to find different ways to incorporate opportunities at home in our everyday lives. The activity of making Personal Pizzas allows children to have fun with their learning of basic math skills, such as numbers and operations. Moreover, following a

recipe provides children with an understanding of print concepts, such as print has meaning and where to begin reading by moving left to the right. This activity allows the children to direct their own learning by choosing their toppings and deciding how much each item they will use. It also allows the children to use any ingredients they like or are culturally familiar with.

**Teaching Strategies Gold Objectives for Development and Learning:** This activity is appropriate for the development of preschoolers as the children will learn about concepts of counting, which aligns with the TSG objectives of Mathematics as identified below:

- 20. Uses number concepts and operations
  - a. Counts
  - b. Quantifies
  - c. Connects numerals with their quantities

**Additional TSG Objectives:**

Cognitive

- 11. Demonstrates positive approaches to learning
  - a. Attends and engages
  - b. Persists

Literacy

- 17. Demonstrates knowledge of print and its uses
  - b. Uses print concepts

## ***Science & Technology***

### **1. Curation Item: Pepper and Soap Science Experiment**

**General Overview:** Have you ever told your preschooler to wash their hands and as they look at them, they say they are clean? Living in a pandemic, young children need to learn about handwashing and how it prevents them from getting sick. This short YouTube video from Ryan's World provides an example of a science activity that adults can do with children teaching them about germs and the importance of washing their hands. Using simple household materials of black pepper, liquid dish soap, water, and a bowl, visually demonstrate what it would look like if you could see the microscopic germs on your hands and how they react to soap. This activity provides a fun and interactive way to investigate using scientific methods.

**Authentic Learning Experience:** Handwashing is essential to staying healthy and is part of everyone's daily routines. This Pepper and Soap Experiment from Ryan's World explores the purpose of proper handwashing to an abstract concept of germs. It is open-ended by allowing the child to experiment for as long as they want and in different ways, such as using glitter instead of pepper or various amounts of soap. Exploration is a natural way to question your thinking, allowing the child and the adult to engage in verbal conversations about what they see. The adult asking open-ended questions that require more than a yes or no response encourages the child to use critical thinking skills and better understand their metacognition. These questions can also guide the child through exploration, allowing them to implement the experiment independently or with minimal assistance to direct their own learning. The authentic learning experience extends to the child's ability to question and test their own thinking in this activity and daily life.

**Developmentally Appropriate Practices:** Children learn by exploring their world around them.

When they cannot see something, it may be too abstract to understand. This pepper and soap experiment provides the child a visual representation of germs allowing for them to make a connection to washing their hands if they could see the microorganisms. Moreover, the pepper, aka germs, repelling from the soap demonstrates to the child the living microorganisms do not like soap. With the Pepper and Soap experiment, the child will use scientific inquiry skills, such as making hypotheses, questioning, observing, testing their theories, and reporting their results, which are foundational for critical thinking development. Handwashing is also part of our daily lives and by providing a visual of the germs, it sparks curiosity and excitement of what will happen when soap is placed into the bowl, creating interest. The Pepper and Soap Experiment can be implemented using the child's home language or materials from their environment, making it more culturally meaningful.

**Teaching Strategies Gold Objectives for Development and Learning:** The Pepper and Soap Experiment is appropriate for the development of preschoolers as the children will learn about living things and using scientific inquiry, which aligns with the TSG objectives of Science and Technology as identified below:

- 24. Uses scientific inquiry skills
- 25. Demonstrates knowledge of the characteristics of living things

**Additional TSG Objectives:**

Cognitive

- 11. Demonstrates positive approaches to learning
  - d. Shows curiosity and motivation

- 14. Uses symbols and images to represent something not present
  - a. Thinks symbolically

### ***Social-Emotional***

#### **1. Curation Item: Breathing Choices Memory Game**

**General Overview:** Everyone has days where they have big, strong feelings and children are no different, especially in these challenging times of COVID-19. They do not always understand why they are stuck at home and cannot go to the parks, stores, or friends' houses, resulting in frustration and anger. Adults need to remember that all emotional behavior is a form of communication and young preschoolers sometimes do not know how to express their feelings in words or calm down successfully. With social-emotional learning (SEL) being foundational to other skills necessary for children to learn and develop, children need to know how to express those feelings positively and safely. Conscious Discipline, created by Becky Bailey, is an award-winning SEL program that is an evidence-based and researched-backed trauma-informed approach. It provides children with the skills and knowledge to identify and express their emotions and how to regulate those feelings. Conscious Discipline offers many free resources that can be used with preschoolers in developing their SEL skills. They even have some of the resources in Spanish. Each activity has a list of materials needed and an explanation of instructions that are printable along with the templates. As I looked through the resources, I found a preschool favorite, Breathing Choices Memory Game.

**Authentic Learning Experience:** Conscious Discipline's Breathing Choices Memory Game is a fun and engaging activity that allows the child to learn ways of calming down using different breathing techniques called S.T.A.R. (Smile, Take a deep breath, And Relax), Balloon, Drain,

and Pretzel. The Breathing Choices Memory Game challenges the child's thinking skills by remembering where the pictures are and allowing the child to practice the techniques. At the same time, they are in a peaceful state allowing for these techniques to become second nature. The child directs their own learning by picking the cards they want. Also, this is an open-ended activity because the child can play for as long as they wish. This activity encourages discourse between the child and the adult by discussing when to use these techniques. They also can expand on the conversations by practicing the actions when acting them out based on how many pictures are on each card. The authentic learning experiences extend with the child increasing the ability to use the breathing techniques independently and successfully calming themselves down.

**Developmentally Appropriate Practices:** In reality, everyone breathes. In intense, high-stress moments, breathing techniques shut off the fight or flight response in the brain, allowing children and adults to calm themselves, making it easier to respond to conflict or upset effectively.

Children learn through play and the Breathing Choices Memory Game introduces breathing techniques allowing the child to practice these skills playfully. This game also practices mathematical skills of counting and quantifying small numbers identified by the images on the memory cards. This activity is culturally inclusive by using home language and connections to the children's and family's real-life situations. The Breathing Choices Memory activity supports the child's interest-based learning because they learn best through play and enjoy playing games. This experience also practices social skills of taking turns and fine motor by picking or the cards to turn them over.

**Teaching Strategies Gold Objectives for Development and Learning:** This activity is appropriate for the development of preschoolers as the children will learn about managing and



identifying their feelings, which aligns with the TSG objectives of Social-Emotional as identified below:

- 1. Regulates own emotions and behaviors
  - a. Manages feelings
  - b. Follows limits and expectations
- 2. Establishes and sustains positive relationships
  - b. Responds to emotional cues
- 3. Participates cooperatively and constructively in group situations
  - a. Balances needs and rights of self and others

**Additional TSG Objectives:**

Physical

- 7. Demonstrates fine-motor strength and coordination
  - a. Uses fingers and hands

Cognitive

- 12. Remembers and connects experiences
  - a. Recognizes and recalls

Mathematics

- 20. Uses number concepts and operations
  - a. Counts
  - b. Quantifies

## 2. Curation Item: Sesame Street Monster Meditation

**General Overview:** Is your child sometimes frustrated, feels overwhelmed, or nervous about going to school? These emotions are normal, but how we deal with them makes the difference within our lives. To help children foster these social-emotional skills, Sesame Street and Headspace have teamed up to showcase mindfulness techniques assisting children in learning ways to manage their emotions through animated shorts called *Monster Meditations*. There are six YouTube videos in this collection and are approximately three minutes in length, focusing on combating stress and anxiety during everyday challenging times. Each video focuses on one feeling of frustration, impatience, overwhelmedness, nervousness, disappointment, or excitement. Headspace co-founder Andy Puddicombe helps each famous furry Muppet monster learn various breathing and sensory activities and other mindfulness techniques, which provides children with an example of the tools used to manage their emotions in everyday scenarios better. One of my favorite Sesame Street Monster Meditations is number three, Focus Rhyme with Grover and Headspace.

**Authentic Learning Experience:** Everyone has feelings and how we deal with them can affect our outcome responses, relationships with others, and how we view ourselves. Monster Meditation helps children learn the fundamentals of mindfulness, meditation, and social and emotional learning relating to real-life situations. The famous furry Muppets are assisted by Andy from Headspace modeling various mindfulness strategies and activities to help children manage and regulate their emotions.

These techniques are simple child-friendly strategies of taking slow, deep belly breaths, shifting attention by playing a game of I-Spy, or repeating affirmation self-talk phrases. This allows

children to pay attention to what is happening around them and connect with how they feel inside. Children will engage in discourse with others that encourage open-ended inquiry on how they feel, increasing their metacognition. Once the child learns the technique, such as self-talk, as Grover was taught in Monster Meditation number three, they can direct their own learning by choosing when to use the tool. Self-talk is a strategy that allows the child to ensure they persist in each step calmly and orderly. For example, the child might want to use it to calm down when feeling overwhelmed, ensuring everything is finished before they go outside to play by saying, “pick up my toys, put them in the box, and go outside.” Using a little rhyme helps remove the pressure they are feeling, allowing them to complete the task. The authentic learning experiences extend with the child increasing the ability to use the mindfulness techniques independently and successfully dealing with their strong emotions more accurately and timely.

**Developmentally Appropriate Practices:** Everyone, big or small, has feelings and children learn how to respond to stress by watching others react in a similar situation. Monster Meditation supports the child in learning positive social-emotional using fun, engaging, and child-friendly strategies and activities to calm their thinking, turning off their flight and fight responses. This allows the child to think more clearly and rationally and when a child is in a calm state, they can identify how they feel or solve their initial problem independently or with the support of an adult. These techniques also practice beginning mathematical skills by counting to three or more depending on the child's ability. Moreover, these tools allow children to direct their learning and be creative in implementing the strategies and deciding when to use them. This activity is culturally appropriate because children can use these techniques in their home language and environments, relating them to their personal experiences.

**Teaching Strategies Gold Objectives for Development and Learning:** This activity is appropriate for the development of preschoolers as the children will learn about managing their feelings, following the rules and expectations, and focusing on what they need to do to take care of their own needs, which aligns with the TSG objectives of Social-Emotional as identified below:

- Regulates own emotions and behaviors
  - a. Manages feelings
  - b. Follows limits and expectations
  - c. Takes care of own needs appropriately

**Additional TSG Objectives:**

Cognitive

- 11. Demonstrates positive approaches to learning
  - a. Attends and engages
  - b. Persists
  - c. Solves problems

Literacy

- 15. Demonstrates phonological awareness
  - a. Notices and discriminates rhyme

Mathematics

- 20. Uses number concepts and operations
  - a. Counts

## **Family Audience**

The curated resources in the family audience support families and their preschool-aged children. Each one is sorted by the theme of Connecting with Others, Meaningful Interactions, and Health & Well-Being.

### ***Connections with Others***

#### **1. Curation Item: Washington Listens**

Living in a pandemic, many times, we feel isolated and lonely. If you need someone to connect with, Washington Listens (WA Listens) is there for you verbally or virtually. They offer non-clinical support to any Washington resident who feels sad, anxious, or stressed out due to the challenging times of COVID-19. WA Listens is anonymous and free of charge. The support specialists listen and help guide you to your community's connections. Currently, conversations are primarily via telephone, but they are trying to create more options for individuals to access support by adding texting, online resources, and more culturally accessible options. WA Listens helps adults build a sense of community support instead of feeling alone, resulting in a more positive and healthier state of mind where families and caregivers are better equipped to parent and engage with their children.

#### **2. Curation Item: National Alliance on Mental Illness Snohomish County**

Dealing with mental health is more important now during these difficult times with Covid-19 than ever before. The National Alliance on Mental Illness (NAMI) is the nation's largest mental health organization. They are devoted to improving the lives affected by mental illness, providing education and support to people living with mental illness and their families. Mental illness can affect any person of any age and occur in any family. Having a mental illness is not

caused by bad parenting or evidence of weakness. Locally, NAMI Snohomish County offers three free online support groups. These groups are currently held virtually, confidential, and led by trained peer facilitators who've been in similar situations. They are open to everyone, regardless of where you live. Know you are not alone. Living with a mental illness or supporting a loved one with mental illness can be challenging and NAMI Snohomish County has your back.

### ***Meaningful Interactions***

#### **1. Curation Item: PBS KIDS**

Are you struggling with what to do with your preschooler while stuck at home during these untraditional times? Or are you unsure where to search for ideas and wondering how to spark their learning? Well, I have the resource for you. More commonly known as PBS, the Public Broadcasting System has changed over the years. It has grown from television to include various free resources to support families through PBS KIDS video and game apps. Moreover, you can find many activities, tips, crafts, and more for children ages two to eight on PBS KIDS for Parents page. Another one of my favorite resource PBS KIDS offers is their weekly newsletter delivered directly to your email. It provides you with activities and tips to help kids learn at home by providing fresh ideas on engaging with your child meaningfully to support their learning and development. Removing the endless searching creates more time for you and your child to have intentional interactions that is fun and educational.

#### **2. Curation Item: Sesame Street Communities**

In my family and many others over the last fifty years, Sesame Street has become a tradition for childhood. These iconic furry Muppets have always invoked learning in a playful and

meaningful manner that supports the growth and development of children. Today, you can find Sesame Street on television, apps, and websites. They have expanded their design to include Sesame Street Communities and have topics based on health and wellness, social-emotional skills, and school readiness. Each area covers real-life situations children may encounter, such as Racial Justice, Exploring Emotions, and building language skills. Sesame Street Communities also help families to engage meaningfully with children during everyday moments by providing videos, activities, printables, and digital interactives featuring fun, friendly, furry friends, like Elmo, Big Bird, Oscar the Grouch, and Zoe, to name a few. These multi-media tools are designed to support children during the critical time of brain development from birth to six years old. This is also a crucial time for families to increase their interaction with their children, making a lasting difference in their development. Sesame Street Community has all of these materials for free and presents them in both English and Spanish.

The *Difficult Times & Tough Talks* section has many topics that are not only for children to deal with but also challenging for families to talk about. One focused area in this section that I find helpful is Health Emergencies. I believe this can support children's mental health in dealing with the COVID-19 pandemic.

## ***Health & Well-Being***

### **1. Curation Item: Social-Emotional Skills Preschoolers Need**

Do you know what social-emotional skills your preschooler needs or why they need them to succeed throughout their learning journey? HighScope, a high-quality early learning program with a play-based, child-centered curriculum, has you covered. They have created an infographic that identifies nine social-emotional skills preschoolers need in supporting their

growth and development. This is important because social-emotional skills are foundational pillars in successful learning. These skills foster higher-order thinking, self-regulation, and abilities to solve social problems. They also contribute to building relationships, empathy skills, and positive self-efficacy.

## **2. Curation Item: Helping Children Cope**

This pandemic has been a rollercoaster of stress and anxiety for many people. Children are always watching and learning how adults handle situations, such as wearing masks, staying home, or not attending social events models how the child could respond. The Center for Disease Control and Prevention (CDC), the nation's health protection agency, believes adults that are more informed on what behaviors to expect and how to respond to children dealing with the stressful issues around COVID-19 reassure the child more. Educating adults, the CDC has provided a list of stressful behaviors to watch for in your child and ways to support them during this time. They also note that not all children will act the same way when stressed, but the list contains more common traits. This list is printable and comes in multiple languages. The CDC also provides resources for families on topics that can contribute to the stress load during the COVID-19 pandemic.

## **3. Curation Item: Mental and emotional well-being**

Living in a pandemic can bring on added stress and if you need some help, you are not alone. Washington State Coronavirus Response (COVID-19) provides mental and emotional well-being support. They have created a list of crisis and self-care resources, a podcast, and a blog to support individuals in a time of need during the pandemic. They also have various links to smartphone apps and additional resources for children, teens, and adults. There is no shame in



reaching out for help. By taking care of yourself first, you are more equipped to parent and care for your child's needs.

## **Teacher Audience**

The curated materials in the teacher audience are divided into resources and professional development. These resources can be useful in the classroom or shared with families to be implemented at home and for the teacher to stay current in the field of early childhood.

### ***Resources***

#### **1. Curation Item: Brookes Publishing**

Brookes is a well-known independent premier publishing company of research-based resources from leading-edge experts in early childhood, K-12, special education, and higher education. These books and assessment tools, such as the Ages and Stages Questionnaire (ASQ) and the Social-Emotional Assessment/Evaluation Measure (SEAM), support preschool children's healthy development and expands teacher knowledge. Brookes is not only about publishing books, but they also stay current on real-world problems in the field of early childhood. For example, with COVID-19, they share an abundance of resources and the nice thing is many are available for free. This specific resource has four extensions based on the teacher's needs of special education, early childhood, communication and language, or ASQ, where they provide materials from Brookes Publishing and other sources and also free download options. Brookes has made it convenient for teachers to stay current on the early childhood field and to gather resources with live links all in one place.

## **2. Curation Item: WeAreTeachers**

As a teacher, I sometimes struggle to find new ideas to spark a student's interest, but where is a good place to look? WeAreTeachers is an online media brand for educators. They strive to inspire teachers and help them succeed by sharing practical classroom ideas, printables, and teacher-to-teacher advice. WeAreTeachers publishes daily articles, videos, and giveaways on their website and social media channels on Facebook, Instagram, Twitter, and Pinterest. Looking over the site, I found it easy to find preschool resources as their collection can be tailored by age and topic. Through my research, I found an article, "*34 Awesome Free (or Low-Cost) Websites for Practicing Reading*," Written by Kimberly Moran, that would be an excellent resource to share with families. This list provides many quality literacy sources, such as Epic, Khan Academy, Starfall, Storyline Online, and many more geared for preschool and beyond. The article also provides a short description of each website on the list and is hyperlinked, making it easy to look at each site to see which one fits your or the family's needs. I think WeAreTeachers is a resource teachers need to explore and bookmark for future inquiries.

## **3. Curation Item: Wide Open School**

Distance learning has pushed many teachers out of their comfort zones and relies more on their preschoolers' family engagement than ever before. If you are looking for new ideas to support families arranged in an organized manner, Wide Open School has you covered. It is a curation developed by Common Sense Media with various quality resources under their Student Activities page. Activities are chosen by grade starting at preschool continuing through high school and are sorted by learning domains or focused areas such as Offline-Friendly, Virtual Field Trips, and Life Skills. I find their daily preschool plans beneficial for families because

they offer seven different learning areas developmentally appropriate based on being hands-on, open-ended, and age-appropriate. Many activities also foster creativity, support critical thinking, and use materials from their home environment. Each resource has a direct link to instructions for the family or the activity site. Wide Open School also provides a tab for resources in Spanish, but the whole website does offer Google Translate in various languages to support all your family's home languages.

### ***Professional Development***

#### **1. Curation Item: Development and Research in Early Mathematics Education**

Development and Research in Early Mathematics Education (DREME) is a network of scholars from across the country collaborating to advance math teaching and learning for children from birth to eight years old through Family Math activities. DREME has a specific tab for educators providing you an Early Math Toolkit for Professionals Serving Families. The purpose of this toolkit is to boost your confidence and knowledge about early math topics. They offer strategies to promote positive math attitudes in young children and engaging families around early math, setting a solid foundation that will support future mathematical skills. Additionally, DREME's Family Math activities are a great free resource for families. The activities are research-based early math materials that are playful and engaging that do not require any special skills or materials because they take everyday household routines, such as cooking or chores, and transforms them into math learning opportunities.

#### **2. Curation Item: The Inclusion Lab**

The Inclusion Lab from Brookes Publishing is a blog inspired to help all kids reach their full potential. It is a space for anyone who believes in and works toward a fair, high-quality

education for every child, from preschool through high school and beyond. They share ideas and practical strategies by offering many tips and takeaway resources for teachers for free. These resources are sorted into fourteen different categories, each one offering an array of topics. As I explored the Inclusion Lab on the homepage, one article stood out to me called *Math All Day: 14 Ways to Teach Young Children Math Skills During Daily Routines* and these easy, no-cost ideas are great for sharing with parents of young children. This article was adapted from *Let's Talk About Math* by Donna Kotsopoulos and Joanne Lee and at the end of the page was the book information for you to explore further if you wanted. I continued to take a closer look at the Inclusion Lab under the Language and Literacy tab, where I found an interesting article, *10 Free Resources for Teachers of Young English Language Learners*. The free resources were made up of books, webinars, videos, tip sheets, quizzes, authors' Q&A, newsletter articles, checklists, and infographics. I recommend every preschool teacher bookmark the Inclusion Lab to stay current in the field of early childhood and be knowledgeable on how to include all students creating an inclusive classroom and mindset.

### **3. Curation Item: National Association for the Education of Young Children**

The National Association for the Education of Young Children (NAEYC) is a professional organization that promotes high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. NAEYC offers resources such as articles, books, blogs, magazines, peer-reviewed journals, and professional development opportunities that will keep preschool teachers current on research and methods in the field of early learning. Their free resources are limited, but they also provide more materials with a paid membership. As I searched through the materials in the accreditation resources and support, I found “*DAP in the Time of COVID: Questions to Consider.*” I also found an article, *Singing and*

*Moving in the Time of COVID-19*, by Karen Salvador and Kerry B. Renzoni. I think both of these resources are beneficial for preschool teachers working during a pandemic.

## References

Brookes Publishing. (2020, June 5). COVID-19 Resources. <https://brookespublishing.com/covid-19-resources/>.

Brookes Publishing. (2020, September 15). 10 Free Resources for Teachers of Young English Language Learners. The Inclusion Lab. <https://blog.brookespublishing.com/10-free-resources-for-teachers-of-young-english-language-learners/>.

Brookes Publishing. (2021). The Inclusion Lab. <https://blog.brookespublishing.com/>.

Brookes Publishing. (2021, April 13). Math All Day: 14 Ways to Teach Young Children Math Skills During Daily Routines. The Inclusion Lab. <https://blog.brookespublishing.com/math-all-day-14-ways-to-teach-young-children-math-skills-during-daily-routines/>.

Centers for Disease Control and Prevention. (2020, July 1). Helping Children Cope. Centers for Disease Control and Prevention. <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/for-parents.html>.

Common Sense Media. (n.d.). *Student Activities*. Wide Open School. <https://wideopenschool.org/student-activities/>.

Conscious Discipline. (2020, March 24). Free and Premium Resources. Conscious Discipline. <https://consciousdiscipline.com/free-resources/>.

Conscious Discipline. (2021, February 12). Memory Game: Breathing Choices. Conscious Discipline. <https://consciousdiscipline.com/resources/memory-game-breathing-choices/>.

Development and Research in Early Math Education. (2021). Early Math Toolkit for Professionals Serving Families. DREME Family Math.

<https://familymath.stanford.edu/toolkits/>.

Development and Research in Early Mathematics Education. (2020, April 15). *All About Family Math*. DREME Family Math. <https://familymath.stanford.edu/all-about-family-math/>.

Development and Research in Early Mathematics Education. (2020, May 22). *Personal Pizzas for Playing with Numbers*. DREME Family Math.

<https://familymath.stanford.edu/activity/easy-personal-pizzas/>.

HighScope. (2017, November 2). 9 Social-Emotional Skills Preschoolers Need. WeAreTeachers. <https://www.weareteachers.com/infographic-prek-social-emotional-skills/>.

HOMER. (n.d.). *The Essential Early Learning Program and App for Kids 2-8*. <https://learnwithhomer.com/>.

Moran, K. (2021, March 29). 34 Awesome Free (or Low-Cost) Websites for Practicing Reading. We Are Teachers. <https://www.weareteachers.com/best-reading-websites/>.

NAEYC. (n.d.). DAP in the Time of COVID: Questions to Consider. NAEYC. <https://www.naeyc.org/accreditation/early-learning/considerations-using-ELP-standards>.

NAMI Snohomish County. (n.d.). Support Groups. <https://namisnohomishcounty.org/programs/support-groups/>.

Public Broadcasting Service. (2021). *Arts: Music and Movement at Age 4*. PBS for Parents. <https://www.pbs.org/parents/learn-grow/age-4/arts/music-and-movement>.

Public Broadcasting Service. (2021). *Learn and Grow*. PBS for Parents.

<https://www.pbs.org/parents/learn-grow>.

Public Broadcasting Service. (2021). *PBS KIDS Newsletter*. PBS.

<https://www.pbs.org/parents/newsletter>.

Rutherford, R. (2020, April 9). *Create a Story Box*. HOMER Activity Center.

<https://activitycenter.learnwithhomer.com/all-activities/create-a-story-box>.

Ryan's World. (2020). Pepper and soap science experiment for kids. YouTube.

<https://www.youtube.com/watch?v=iV9YzDF5EOM>.

Sesame Street. (2020, April 15). Sesame Street and Headspace Team Up to Encourage Kids to

Practice Meditation and Mindfulness. Sesame Street Workshop.

<https://www.sesameworkshop.org/press-room/press-releases/sesame-street-and-headspace-team-encourage-kids-practice-meditation-and>.

Sesame Street. (2020, May 13). Sesame Street Monster Meditation #3: Focus Rhyme with

Grover and Headspace. YouTube.

<https://www.youtube.com/watch?v=T6XDe9jPfrI&list=PL8TioFHubWfuQ84KAuK0AbITXsZtbMJF0&index=5>.

Sesame Street. (2021, April 23). Sesame Street Monster Meditations Compilation. YouTube.

<https://www.youtube.com/watch?v=3EKPfQYi7GQ&list=PL8TioFHubWfuQ84KAuK0AbITXsZtbMJF0>.



Sesame Street. (n.d.). About Us. Sesame Street in Communities.

<https://sesamestreetincommunities.org/about-us/>.

Sesame Street. (n.d.). Explore Topics. Sesame Street in Communities.

<https://sesamestreetincommunities.org/topics/>.

Salvador , K., & Renzoni, K. B. (2021). Singing and Moving in the Time of COVID-19.

NAEYC. <https://www.naeyc.org/resources/pubs/tyc/spring2021/singing-moving-covid>.

WA Portal. (n.d.). *Stay Connected*. WA Listens. <https://waportal.org/partners/home/WaListens>.

Washington State Coronavirus Response. (2020). Mental and emotional well-being. Washington

State Coronavirus Response. <https://coronavirus.wa.gov/information-for/you-and-your-family/mental-and-emotional-well-being>.

We Are Teachers. (n.d.). Classroom Ideas. <https://www.weareteachers.com/category/teaching-strategies/?filter-grade=1278&filter-subject=all-subjects>.