



## Standard 4: Children moderate their behavior and respond to the feelings of others.

### Three-Year Old

Participate in routines, manage transitions, and follow adult guidelines for behavior with occasional reminders.

#### Tips to help your child at home?

- Have consistent times for waking up, meals, play, and bedtime.
- Use simple visual cues or charts (pictures of brushing teeth, getting dressed, etc.).
- Say the routine out loud: “First we brush teeth, then we read a story.” “We pick up toys after we finish playing.”

### Four-Year Old

Participate in routines, manage transitions, and follow adult guidelines for behavior, adapting to changes in each as needed.

#### Tips to help your child at home?

- Give gentle warnings before changing activities: “In five minutes, it will be time to clean up.” “After this song, we’re going to take a bath.”
- When plans change, model how to respond: “Our park trip got rained out – let’s think of a fun indoor game instead.”

### Three-Year Old

Use a variety of strategies, such as deep breathing or use of words to manage reactions and behaviors with adult support.

#### Tips to help your child at home?

- Help your child name emotions: happy, sad, mad, scared, and excited.
- When you see your child frustrated or mad, say out loud what you’re doing: “I see you are feeling upset, so I’m going to take a deep breath, take one with me.”

### Four-Year Old

Manage reactions and behavior with occasional verbal, visual, or auditory reminders, such as singing a song while waiting turn to swing.

- Use gentle reminders
- Offer short verbal cues: “Remember, you have to wait for your turn.”
- Encourage your child to use calming strategies such as balloon breathing, STAR breathing,



# PREKINDERGARTEN STANDARDS BASED REPORT OF PROGRESS FAMILY GUIDE

## Social Emotional Essential Standards



*You and I...  
We are*



**Standard 2: Children engage in and maintain positive relationships and interactions with other children.**

### Three-Year Old

Interact or play cooperatively with other children, such as asking another child, “Want to run with me?”

#### Tips to help your child at home?

- Give your child chances to play with others (siblings, cousins, neighbors, playdates).
- Play simple games that require turn-taking, like rolling a ball, board games, or “Simon Says.”
- Use language like, “Your turn, now my turn,” to help your child learn cooperation and patience.

### Four-Year Old

Initiate, join in, and sustain positive interactions with a small group of children, such as asking if they can play a game with a group of children.

#### Tips to help your child at home?

- Give your child chances to play with others (siblings, cousins, neighbors, playdates).
- Invite one or two friends over for short, simple playdates – like building blocks, making snacks, or playing a board game.
- Encourage your child to share, take turns, and talk with others during play.

## Quarter 1 Focus

**Interpersonal Skills prepare students for success in the classroom. To be successful, children must be able to develop relationships with others, cooperate with peers and adults, understand others’ feelings and perspectives, and maintain some control of their behaviors and feelings.**

During the first quarter, emphasis is put on students' interpersonal skills. This is addressed through Frog Street, daily lessons, individual supports, and explicit modeling.

Under each standard, you can find your child’s age to identify the essential learning.

# Interpersonal Skills

**Standard 1: Children engage in and maintain positive relationships and interactions with adults.**

### Four-Year Old

Work with adults to generate ideas for accomplishing tasks or solving problems, then implement suggestions independently.

#### Tips to help your child at home?

- When a toy breaks or something spills, use it as a learning moment: “Hmm, how can we fix this?” “What do you think we need?”
- Give open-ended challenges like: “How can we make a boat that floats?” “We need a place for your stuffed animals – what could we use?”