Every Child Reads Follow-up Module:

*Using Books and Literacy Activities to Teach Social-Emotional Skills*
State of Iowa
Department of Education
Grimes State Office Building
400 E 14th St
Des Moines IA 50319-0146

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Acknowledgements

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- Dena Goplerud, Consultant, Learn More, Inc.
- Dr. Tweety Yates, Professor, University of Illinois
- Center on the Social and Emotional Foundations for Early Learning

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Every Child Reads Follow-up Module
Using Books and Literacy Activities to Teach Social-Emotional Skills
Trainer’s Notes

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<td>This module is designed for early care and education providers who have completed the beginning (15-18 hour) Every Child Reads (ECR) course. As the outcomes indicate, it follows the philosophy of all ECR follow-up modules—review strategies taught in the beginning ECR course and add a little more information.</td>
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What Are the Outcomes?
Participants will:
1. Review 3 ECR reading strategies:
   a. Connecting the book to the children’s lives and experiences
   b. Teaching children new words, and
   c. Asking children questions.
2. Write a lesson plan outlining how to use books and activities to teach children social-emotional skills and/or to name their emotions.

How Long Will It Take to Teach the Module?
It will take approximately three hours including a 10-15 minute break to teach this module. This three-hour block does not include the time it would take to teach any of the optional activities. The length of the workshop will depend on the number of participants attending, how much they want to discuss some of the topics and if you teach some of the optional activities.
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**ACTIONS/MATERIALS**

**TRAINER’S NOTES**

An outline for an additional “Make It/Take It” session is included in the Supplemental Trainer Materials section.

**How Does this Module Link to Every Child Reads, Iowa Early Learning Standards, Quality Preschool Program Standards and Positive Behavior Supports?**

In this module, three interactive reading strategies from the Every Child Reads Reading Module, Principle 1, “Children Need Opportunities to Interact with Books” are reviewed. See #8-#12 in the script for information about how the module links with the Iowa Early Learning Standards, Quality Preschool Program Standards and Positive Behavior Supports.

**What Do I Need to Prepare Before Teaching This Module?**

*A display of books for children 3-5 years old that describe healthy ways to express emotions and name feelings. Most of the books should have a story line about solving a social-emotional “problem” or learning a social-emotional skill such as making friends or sharing. See Handout 8, “Children’s Book List,” in the handout section of this module for suggestions.

Participants will use the books to prepare lesson plans which they will take back to their early care and education settings and teach. You can purchase books, check them out from the library and/or ask participants to bring an appropriate book to class. The first option is by far the best.
If you do check books out from the library, you may want to consider meeting at the library so the participants can check the books out themselves and take them to their child care settings to use to teach their lesson plans. If you choose the third option, have some books available for the participants in case they forget to bring a book or bring an inappropriate one.

During the module, participants work in pairs to write a lesson plan using the same book. Each participant will need a copy of the book so he/she can teach the lesson in his/her early care and education setting. If you purchase books or get books from the library, you will need at least two copies of each title.

*An activity to briefly review with the participants the nine ECR principles. Some participants will have taken the beginning ECR class several years ago and others may have taken it within the last six months. Some will have used the strategies daily and others may not have used them since they practiced them in class. Some kind of brief review is necessary to get everyone “on the same page.” One is included in the script (see #1-#3) and there are PowerPoint slides to accompany it. You could also develop review activities similar to Jeopardy, Bingo or a board game.
You may want to duplicate some of the handouts from the beginning ECR course to use during the review activity.

*A short lecture or activity about how children develop social-emotional skills, if you think the participants need this information. This is an optional activity. The article, “Preschool Policy Facts: Promoting Children’s Social and Emotional Development Through High-Quality Preschool,” in the Supplemental Trainer Materials section, contains some information which might be helpful.

*A demonstration where you read a book and model how to:

a. Teach vocabulary
b. Ask questions, and
c. Connect the book to the children’s lives and experiences.

An example is included which teaches the word “sad.” (See #41-#51 in script). You do not need to use this example. You can prepare your own demonstration. If you decide to do so, include how to teach a new word using all 5 steps of the ECR vocabulary strategy, ask questions and connect the book to the children’s lives and experiences.
**Actions/Materials**

**Trainer’s Notes**

For the demonstration, you will need a variety of pictures or photographs of faces of people expressing different emotions. Use pictures from books and magazines. See the Supplemental Trainer Materials section for examples.

Cartoon-like faces showing emotions are available at [www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel). Click on “Resources by Group: For Teachers/Caregivers.” Go to “Teaching Social Emotional Skills” and then click on “Feeling Chart: English.”

*Chart paper with questions from #2 and #67.

**What Video Clips Could I Use When Teaching this Module?**

Many of the optional activities include video clips. Preview them to make sure they meet the needs of your audience. Go to [www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel) to view the following video clips. Go to training modules and click on preschool and you will find the training modules. A one (1) in front of the clip means it is in preschool module 1 and a two (2) means it is in preschool module 2.

1.6 Classroom Rules
2.6 Using Puppets
2.8 Friendship Book. An adult is reading to children. It is difficult to hear because of the background noise.
ACTIONS/MATERIALS

TRAINER’S NOTES

2.10b Emotional Literacy Activities: Happy and Mad. In this clip, an adult is having a discussion with children. The children have drawn faces that express an emotion on paper plates and they use those during the discussion. There is some background noise on this clip.

2.10c Emotional Literacy Activities: Book. An adult is reading a book about feelings and discussing it with a child. Not many ECR strategies are modeled. You could ask the participants, after they have viewed the clip, “What other ECR strategies could the adult have used?” There is some background noise on this clip.

2.11 Hands Are Not for Hitting. An adult uses an expressive voice and appears to engage children when reading the book. She asks a few questions but does not use any other ECR strategies. After the participants have viewed the clip, you could ask, “What other ECR strategies could the adult have used?”

2.12 Glad Monster/Sad Monster. An adult is reading a book to two boys. She could be an in-home childcare provider. She asks questions and uses an expressive voice, but does not model other ECR strategies. After the participants have viewed the clip, you could ask, “What other ECR strategies could the adult have used?”
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ACTIONS/MATERIALS

What Equipment Do I Need?

1. LCD projector and computer to show PowerPoint and video clips (optional)
2. Chart paper, markers, tape

TRAINER’S NOTES

What Do I Need to Consider When Advertising and Registering People to Attend this Workshop?

This module focuses on preventing children’s challenging behaviors by using books and activities to teach them appropriate ways to name and express emotions. Some children may need more than books and activities to learn how to express their emotions appropriately. Those strategies are taught in other classes offered at the AEA and CCR and R. Advertise this follow up workshop carefully so providers do not think that they will learn strategies to educate and care for children with behavior problems.

When people register for this workshop, ask them to indicate when they attended the 15-18 hour ECR course and any of the follow up sessions. You will need this information to plan the review activity at the beginning of the session.
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**Trainer’s Notes**

### ACTIONS/MATERIALS

#### What Handouts Do I Need to Duplicate?

1. PowerPoint Notes (optional)

2. Appendix A: Training Overview: Modules, Principles, Strategies

3. Lesson Plan: Using Books and Activities to Support Social Emotional Development

4. Teaching Children New Words from Books
## ACTIONS/MATERIALS

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<td>5.</td>
<td>Teaching New Words When Reading to Children</td>
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<td>6.</td>
<td>Asking Yes/No, “WH—“ and Open-Ended Questions</td>
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<td>7.</td>
<td>Songs About Feelings</td>
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<tr>
<td>8.</td>
<td>Book List</td>
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9. Book Nooks (To find the book nooks to duplicate, go to www.vanderbilt.edu/csefel. Click on “Resources by Group: For Teachers/Caregivers.” Go to “Teaching Social Emotional Skills” and click on “Book Nook”. This list is continually updated as new book nooks are added. You do not have to distribute all of them. Select those you think would be most appropriate for your group.)

10. Evaluation form
### ACTIONS/MATERIALS

You may wish to distribute:

1. Additional handouts when discussing activities to use to reinforce the words and skills taught in the books. See #101-#130 in the script.

2. Some of the handouts in the Supplemental Trainer Materials section, depending on the experience and needs of your audience.

### TRAINER’S NOTES
How Do I Use This Guide?

*Symbols* shown above will appear in the left column of the Trainer’s Script when an indicated item should be used.

*Trainer Actions* also appear in the left column.

*Text* in the right column of the Trainer’s Script provides the content to share with participants.
### ACTIONS/MATERIALS

**Before Follow-up Session Begins:**

Display the books. Encourage participants who arrive early to read them.

Put the chart paper prepared for #2 and #67 on the wall.

### TRAINER’S SCRIPT

#### Slide #1:

![Image: Using Books and Literacy Activities to Teach Social-Emotional Skills](image)

Welcome the group and introduce yourself. Review “housekeeping” details.
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## ACTIONS/MATERIALS

Distribute Handout 1, “PowerPoint Notes” (optional) and Handout 2, “Appendix A: Training Overview.”

Conduct the following warm-up and review activity in #1-3 or use optional activities.

## TRAINER’S SCRIPT

1. Please tell us:  
   a. Your name  
   b. Age of the children you work with  
   c. Kind of setting you work in  
   d. 3 Every Child Reads (ECR) strategies you have used the most often since we last met.

Give the participants about 3 minutes to reflect.
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Trainer’s Script

ACTIONS/MATERIALS

Put 3 pages of chart paper on the walls. Label one: “Language,” the second one: “Reading” and the third: “Writing.”

Record responses on the chart paper. Keep a tally so the group can see which strategies are used most often.

TRAINER’S SCRIPT

2. Please refer to Handout 2, “Appendix A: Training Overview”. Think about all 3 modules—Language, Reading and Writing. What strategies did you use most often?

3. Before we get started on today’s topic, I would like to learn more about your use of the ECR strategies since we last met.
   a. What questions do you have about the strategies? Is there something you would like clarified?
   b. What challenges have you had when you were planning to use the strategies?
   c. What challenges have you had when you were using the strategies with children?
   d. What results have you had when you used the strategies? What changes have you seen in the children that you think are because you used the strategies?
4. Today, we are going to talk about how to use books and activities to teach children to:
   a. Name or describe their emotions so they can tell us what they are feeling. They can say “mad” when they are feeling “mad;” say “excited” when they are “excited,” etc. Children sometimes have trouble connecting words to what they are feeling so this is something we need to teach them. These words are sometimes referred to as “feeling” vocabulary.
   b. Express emotions in healthy ways.
5. We will focus on using books and activities as a way to teach children words to describe their behaviors and social-emotional skills so we can prevent challenging behaviors from occurring.

6. We will also review 3 ECR reading strategies:
   a. Teaching vocabulary
   b. Connecting the book to the child’s life and experiences
   c. Asking questions

7. By the end of this follow-up workshop, you will have written a lesson plan using books and activities to teach children words to describe emotions and/or how to express emotions in healthy ways.
8. In Iowa, there is a program called Positive Behavioral Interventions and Supports (PBIS). It uses a pyramid as its model for promoting children’s social-emotional development.

9. Positive relationships with children, families and colleagues form the foundation of the pyramid and are necessary for everything else we do. Well-designed environments that support children’s appropriate behaviors and make it less likely that children will need to engage in challenging behavior, is the second level.

10. The third level of the pyramid is called social and emotional teaching strategies. **Using books and activities fits here.** It is one of many strategies and is the strategy we will focus on today.

11. When we pay attention to these three levels, children are less likely to engage in challenging behaviors. So, we are less likely to need to design intensive, individualized interventions, the fourth level. The success of individualized interventions depends on the extent to which the other levels of the pyramid have been addressed.
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**ACTIONS/MATERIALS**

Explain to the group how they can participate in Positive Behavioral Support (PBS) sessions and other workshops on teaching children social emotional skills that are offered by the AEA and CCR and R.

**Slide #6**

Summarize the information on slides #6-#9.

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**Early Learning Standards for Preschool Children**

- Standard 9.2: Children show increasing ability to regulate their behavior and express emotions in appropriate ways
- Standard 9.4: Children develop the ability to interact with peers respectfully and to form positive peer relationships.

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12. Why is it important for you to be here?

*Iowa Early Learning Standards for Preschool Children*

*Standard 9.2: Children show increasing ability to regulate their behavior and express emotions in appropriate ways*

*Standard 9.4: Children develop the ability to interact with peers respectfully and to form positive peer relationships.*
Iowa’s Quality Preschool Program Standards (QPPS) that relate to the PBS pyramid levels.

*Most relevant:

**QPPS Standard One, Relationships**

1.10 Rather than focus solely on reducing the challenging behavior, teachers focus on:
* teaching the child social, communication, and emotional regulation skills and
* using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child’s appropriate behavior.

1.11 Teaching staff help children manage their behavior by guiding and supporting children to:
* persist when frustrated
* play cooperatively with other children
* use language to communicate needs
* learn turn taking
* gain control of physical impulses
* express negative emotions in ways that do not harm others or themselves.
QPPS Standard Three, Teaching
3.5 Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.

13. Why is it important for you to be here? The Center on Social and Emotional Foundations for Early Learning has identified key social-emotional skills children need when they enter school:

- confidence
- concentration and persistence on challenging tasks
- ability to listen to instructions and be attentive
- ability to effectively communicate emotions
- capacity to develop good relationships with peers and adults
- ability to solve social problems
14. Children are not born having these skills. We need to intentionally teach these skills to them. Rather than just saying, “Don’t bite” or “share toys”, we need to teach them how to share, make friends and so on. We can’t just have the expectation that they will do what we say. We need to teach them what to do so they can be successful.

15. They need to be taught healthy ways to express their emotions rather than punished for not doing so. The root word of discipline is “to teach”—not punish.

16. We spend a lot of time teaching children to feed themselves, tie shoes, learn the names of colors and shapes, and so forth. Yet, we often expect them to learn how to handle complex feelings like anger, sadness and frustration without much help. Research studies make it clear that children do better when parents and other caregivers nurture, support and encourage their emotional development.
17. As Tim Herner said when he was president of the National Association of State Directors of Education,

“If a child doesn’t know how to read, we teach. If a child doesn’t know how to swim, we teach. If a child doesn’t know how to multiply, we teach. If a child doesn’t know how to drive, we teach. If a child doesn’t know how to behave, we _____ Teach or Punish?

Why can’t we finish the last sentence as automatically as we do the others?”

(Tim Herner, NASDE president, in Counterpoint, 1998, p.2)

18. Inappropriate or “bad” behavior is not the child’s “problem.” It is the adult’s responsibility to intentionally teach children how to appropriately express and manage emotions.
19. When teaching children to express emotions in healthy ways, we need to remember that all feelings are OK—it is what you do with them, how you express them, that may or may not be OK. It is OK to feel angry but not OK to kick someone. It is OK to feel frustrated but it is not OK to throw yourself on the floor and have a tantrum.

20. Questions or comments?

21. Please find a partner. You and your partner will prepare a lesson plan together that uses books and activities to teach children words to describe feelings and to express those feelings in a healthy way.

Optional: If the participants need to review how children develop social-emotional skills, consider doing so here.
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**ACTIONS/MATERIALS**  

Let the group have about 5 minutes to select books. Each pair should have one book or two copies of the same book. You can also have them select the book first and then find a person who has selected the same book to be their partner.

While they are reading, distribute the Handout 3, “Lesson Plan: Using Books and Activities to Support Social-Emotional Development.”

**TRAINER’S SCRIPT**

22. Look at these books and find one you both would like to read to your children that might help them learn words to name their feelings and healthy ways to express them. Both you and your partner need to select the same book.

23. Please take a few minutes to read your book.
24. We are now going to start preparing a lesson plan for teaching children words to use to describe their feelings and to teach them a social-emotional skill such as making friends, apologizing, following classroom rules, etc.

25. This is the lesson plan format we will use. At the top,
   a. write the title and author of your book, and
   b. take a guess at the age range it is most appropriate for.

26. Later, you can write the summary. You don’t need to do that now.

27. We always want to read books that will teach children new words. The books we have today will teach children words to name or describe what they are feeling.
28. Being able to name their own emotions—-to describe what they are feeling—-is one of the first steps in helping children learn to appropriately express emotions.

29. Putting a name on an emotion helps children understand what they are feeling and lets them be able to communicate that feeling to others. We need to provide children with the words they need to communicate their emotions. Caregivers who help children name their emotions give them a valuable skill they can use for a lifetime.
30. Think about the children you care for and educate. What words would you like them to be able to use to describe/name their feelings?

Record words on chart paper.

You want the participants to brainstorm many words so they will see the variety of words they can teach children to help them accurately describe their emotions.
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ACTIONS/MATERIALS

If you don’t think they have brainstormed enough words, mention some of the words on page 3 of the “Enhancing Emotional Vocabulary in Young Children” article in the Supplemental Trainer Materials section.

TRAINER’S SCRIPT

After a few minutes, call the group back together and ask a few of them how they answered item #2 on the lesson plan. Make sure they have selected words children can use to name and describe feelings.

31. Find your lesson plan and answer only items #1 and #2 on your lesson plan now. Please list all the new words you find in the book that you could teach your children including new words to describe feelings.

32. Look at #6 on your lesson plan. We will use the 5 step method for teaching vocabulary that you learned in the first ECR course to teach children words to describe feelings.
33. We want to directly teach children to correctly name and describe what they are feeling because it is one of the first steps in learning how to express emotions appropriately.

34. Any questions about these handouts?
35. When you have used the vocabulary strategy in the past to teach children new words, what has been the most difficult step for you to plan for and use with the children?

36. What made it difficult?

37. When do you teach new words? Before you start reading the book or when you come to the word in the story? What are the advantages or disadvantages of each?

38. When you do step 5—activities—you incorporate the first 4 steps into the activity. We know that young children need repetition—not drill—to learn. Using all 5 steps of this strategy means you will be offering children many opportunities to hear and use the new word.
ACTIONS/MATERIALS

During the following demonstration, ask 3-6 participants to volunteer to play the role of 4 year olds. Tell them they will need to answer questions about the book and do a short activity. Ask the others to observe and take notes about what you are doing when you read the book and teach the lesson.

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Slide #18

39. I will model how to use this strategy to teach words that name/describe feelings. Some of you will pretend you are a group of 4 year olds and respond when I ask you to do so. The rest of you will take notes on your handout, “Teaching Children New Words When Reading to Children.”

Write what I say or do that demonstrates each step.
### ACTIONS/MATERIALS

In this demonstration, you will model how to teach new words and connect the story to the children’s life experiences. Using a picture from a book, demonstrate how to teach a word that describes a feeling. #41- # 51 is an example. You don’t need to use this example. You can select another word that names/describes a feeling that you wish to teach during this demonstration. If you do so, make sure you include the 5 steps listed in the Handout 5, “Teaching New Words When Reading to Children.”

### TRAINER’S SCRIPT

40. We will discuss what I did after the demonstration is over.

41. Boys and girls, today we are going to read a book about feelings. One of the feelings we will read about is “sad.”
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**Trainer’s Script**

**ACTIONS/MATERIALS**

Point to the picture in the book.

Emphasize the word you are teaching—in this example, “sad,” by saying the word slowly and dramatically to call attention to it.

Describe what you see in the picture that makes you think the child is sad.

Then, point to a different picture of a sad face. Use another picture in the book you are reading or a different book.

Emphasize the word you are teaching—in this example, “sad” by saying the word slowly and dramatically to call attention to it.

**TRAINER’S SCRIPT**

42. “Sad.” This child is feeling “sad”. Children, please say the word with me, “sad.”

43. I can tell this child is “sad” because...

44. This child is also feeling “sad”. Say the word with me, “sad.”

45. I can tell this child is “sad” because...
### ACTIONS/MATERIALS

Describe what you see in the picture that makes you think the child is sad.

Ask a few of the “children” to answer the question.

Read the book modeling asking questions and connecting the book to the children’s lives and experiences as well as other appropriate ECR strategies. You don’t have to read all of the book.

### TRAINER’S SCRIPT

46. When you are feeling “sad,” you do not feel happy. You sometimes feel like crying.

47. I feel “sad” when I have no one to play with. What makes you “sad”?

48. Say, “I feel ‘sad’ when ____.”

49. Now, we are going to read ____ by _____. When you are listening, think about the times you felt like _________ in this story did. Think about the times you felt sad.

50. Let’s look at some pictures.
### ACTIONS/MATERIALS

Put a variety of pictures or photographs of faces of people expressing different emotions on the table. Use pictures from books and magazines. See the Supplemental Trainers Materials section for examples.

Another source of pictures is The Center for Social and Emotional Foundations for Early Learning ([http://www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)). It has cartoon-like pictures you can print.

Make sure to have enough sad faces so each “child” will have a chance to point to one.
ACTIONS/MATERIALS

Ask each “child” to do the following.

After each person has responded, remove the sad face the “child” pointed to and ask the next person to respond.

After a few “children” have responded, stop the demonstration.

After a few minutes, call the group back together. Write the definition you used to explain the word you are teaching on chart paper.

TRAINER’S SCRIPT

51. Point to a “sad” face. Then, tell us what you see that makes you think the person is “sad”.

52. That’s the end of the demonstration. Thanks for doing it with me.

53. Take a few minutes to review your handout on teaching new words and think about what I did to demonstrate each step.

54. This is what I said to explain what “sad” meant.
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#### Trainer’s Script

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<td>Optional: You could also show these video clips available at <a href="http://www.vanderbilt.edu/csefel">www.vanderbilt.edu/csefel</a>: 2.8, 2.11, 2.12. Do NOT use them in place of your demonstration.</td>
<td>55. Did the definition contain other words the children might not know?</td>
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<td>56. Was it too long?</td>
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<td>57. Was it confusing?</td>
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<td>58. How else could I have explained it?</td>
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<td>59. How did I emphasize the word I was teaching?</td>
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<td>60. What did I say or do for step 2?</td>
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<td>61. Step 3?</td>
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<td>62. Step 4?</td>
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<td>63. Step 5?</td>
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<td>64. Questions or comments on what I did to teach the word, “___?” What other strategies did you see me use when I read the book?</td>
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### ACTIONS/MATERIALS

**Slide #19**

- Work with your partner and define one word.
- Follow steps 6 a-d on your lesson plan.
- Write what you will say/do for each step.
- If you finish, define your second word.

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### TRAINER’S SCRIPT

65. You selected two words that describe feelings to teach your children the first time you read the book to them. Work with your partner and define one of your words. The steps are listed as #6 a-d on your lesson plan. Write what you will say or do for each step. Think about what would work for your children. If you finish early, define the second word.

66. You do not need to do the last step, “Use the New Word Often Throughout the Day....” We will discuss that step later.
ACTIONS/MATERIALS

After about 5 minutes, call the group together.

**Slide #20**

Write the questions in #67 on chart paper.

As a large group, discuss the 3 questions in #67 as you review the definition of “lonely”.

**TRAINER’S SCRIPT**

67. Look at this definition. Let’s critique it as a group using these three questions:
   
a. Does it include other words the children might not know?
   
b. Is it too long?
   
c. Is it confusing?
### ACTIONS/MATERIALS

Mention these points if the group doesn’t:

- a. children may not know the word “depressed.”
- b. avoid long sentences which give so much information that children may be confused.

**Possible edit:** When you feel lonely, you are not happy. You think no one wants to be your friend. You think no one wants to play with you. You don’t feel like smiling or laughing.

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### TRAINER’S SCRIPT

68. How could this be rewritten to fit our criteria?

---

![Jealous](image)

<table>
<thead>
<tr>
<th>Jealous</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you are jealous you feel mad or sad or confused inside your body. You want what someone else has.</td>
</tr>
</tbody>
</table>
 ACTIONS/MATERIALS

As a large group, discuss the three questions in #67 as you review the definition of “jealous”.

Mention these points if the group doesn’t:
  a. children may not know the word “confused.”
  b. avoid long sentences which give so much information that children may be confused.
Every Child Reads Follow-up Module:
*Using Books and Literacy Activities to Teach Social-Emotional Skills*

**Trainer’s Script**

**ACTIONS/MATERIALS**

Possible edit: When you are jealous, you want what someone else has. You might want a toy another child has.

After about 4 minutes, call the group together. Ask a few people to read their definitions. If you have time, ask the volunteers to write their definitions on chart paper and review them using the questions in #67.

**TRAINER’S SCRIPT**

69. How could this be re-written to fit the criteria?

70. It is really important to think about how you will explain what a word means before you read the book. If we don’t, we sometimes say the first thing that comes to mind and that can confuse children.

71. Take a few minutes and, with your partner, review your definition. Think about these 3 questions and make changes if necessary.

72. Questions about how to use this strategy?

73. You can write your definitions on sticky notes and attach them to a page or to the back of the book.
**ACTIONS/MATERIALS**

You may want to do a few more examples because defining “feeling” words is not always easy. For example, work with the group to define words such as proud, puzzled and shocked. “Proud” could be defined in this way: Think about when you were little and trying to learn to zip your coat. You tried and tried to zip it but it never worked. Your teacher would have to zip it for you. When you finally learned to do it by yourself, you felt “proud”.

**TRAINER’S SCRIPT**

74. Work with your partner and answer items #3 and #4 on your lesson plan. What specific social-emotional skills does your book teach? For example, does it teach how to share, follow a rule or routine, make friends?
ACTIONS/MATERIALS

Give the group about 5 minutes to complete these two questions. Then, ask a few how they answered #4.

Slide #23

Connecting the book to the child’s life and experiences

• Why do we do it?

TRAINEER’S SCRIPT

75. Connecting the book to the children’s lives and experiences is an ECR strategy that can be used before reading a book to children. Why is this an important strategy? Why do we do it?

Mention the following if the group does not:

a. children are more likely to listen
b. will help children understand the book because they can relate what the book says to something they already know—what is happening in their own lives.
Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Trainer’s Script

**ACTIONS/MATERIALS**

If you used the example in the script, say the following:

When you are listening, think about times you felt like _____ in this story did. Think about times you felt “sad”.

Remind the participants that you had explained what the word “sad” meant before you made this statement.

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**TRAINER’S SCRIPT**

76. This is what I said during the demonstration to connect the story in the book to the children’s lives and experiences:

77. Find #5 on your lesson plan. Work with your partner and write what you will say about your book to connect it to your children’s lives and experiences.

78. Connect the book to the social-emotional skill and/or word to describe a feeling that you will emphasize the first time you read the book to them. Take about 4 minutes.
ACTIONS/MATERIALS

After 4 minutes, call the group back together and ask a few people to share what they wrote.

Slide # 25

Tell us:
- the social-emotional skill you want the children to learn
- the word to name a feeling you want the children to learn and
- what you will say to connect the book to the children’s lives and experiences.

Listen for references to the skill and/or word in the “connections” statement.

Distribute Handout 6, “Asking Yes/No, “WH—“ and Open-Ended Questions”.

TRAINER’S SCRIPT

79. Tell us:
   a. The social-emotional skill you want the children to learn,
   b. The word to describe a feeling you want the children to learn, and
   c. What you will say to connect the book to the children’s lives and experiences.

80. Please read #7 a-c on your lesson plan and Handout 6.
ACTIONS/MATERIALS

After a few minutes, call the group back together.

Slide #26

When you ask questions, you…

- Focus children’s attention on the skill/word you want them to learn and
- Check the children’s understanding of the book—you make sure they are learning what you want them to learn.

Slide #27

The questions we ask when reading should…

- Be about important concepts in the book—what you want children to learn
- Use words children understand
- Not be too long or contain multiple questions
- Be stated in an appropriate format for the children’s age

TRAINER’S SCRIPT

81. One way to teach social-emotional skills and words that describe feelings is to ask questions. When you ask questions, you:

- Focus children’s attention on the skill/word you want them to learn, and
- Check the children’s understanding of the book—you make sure they are learning what you want them to learn from the book.

82. The questions we ask when reading to children should:

- Be about important concepts in the book—what you want children to learn
- Use words the children understand
- Not be too long or contain multiple questions
- Be stated in an appropriate format for the children’s age. For example, young three year olds may not be able to understand or answer correctly questions that start with “How…?” or “Why…?”
Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Trainer’s Script

ACTIONS/MATERIALS

Briefly discuss page 2, Handout 6, “Age Range for Questions.”

Slide #28

What do you think the child is feeling and why is he feeling that way?

Slide #29

• What do you think the child is feeling?
• Why do you think he is feeling that way?

TRAINER’S SCRIPT

83. The second page of Handout 6 explains what kind of questions to ask children of different ages. Do you have any questions about it?

84. The questions we ask should not be too long or complex. Ask children only one question at a time. Sometimes we ask a question that is really two or three questions and the child does not know which one to answer. For example, I might say, “What do you think the child is feeling and why is he feeling that way?” Most of the children in the 3-5 year old age range would be confused by that question because it contains two parts.

85. What we could say is, “What do you think the child is feeling?” And, after the children have answered the first question, we could then ask, “Why do you think he is feeling that way?”
Every Child Reads Follow-up Module:
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Trainer’s Script

ACTIONS/MATERIALS

86. We also need to remember when we ask a question to wait at least 5 seconds for the child to answer. Children need more time than adults to process the information so it takes them a little longer to respond. Sometimes, when children don’t answer our question right away, we ask another and another and another because we think they didn’t understand the first question. All we may really need to do is provide some wait time.

87. Look at these examples. What, if anything, is the problem with them?

#88 to # 89 are optional. You can use these questions or write your own. Write the questions on chart paper.

a. What color is the dog and why is he feeling badly?

b. If the dog runs away, a lady buys all the hamsters and the cat is sleeping, how will the pet store owner feel?
Every Child Reads Follow-up Module: Using Books and Literacy Activities to Teach Social-Emotional Skills
Trainer’s Script

ACTIONS/MATERIALS

Mention these points if the group doesn’t:

a. What color is the dog and why is he feeling badly?
   — Is the color of the dog one of the important concepts you want children to learn from the book?
   — There are two questions asked as one.

b. If the dog runs away...
   Too long and complex.

Possible edits:

a. What color is the dog and why is he feeling badly?
   — What color is the dog? (If that is an important question to ask.)
   — Why is the dog feeling badly?

88. How could we re-write them so they meet our criteria?
### ACTIONS/MATERIALS

- **b. If the dog runs away...**
  - In the story, the pet store owner’s dog runs away.
  - How do you think the owner feels?
  - So, the pet store owner’s dog is gone, a lady bought all of the hamsters and the cat is sleeping. Now, how do you think the owner feels?

### TRAINER’S SCRIPT

89. We ask children questions before we read the book to them to get them:

- a. Interested in the book, and
- b. To focus on a word or skill we want them to learn.
**ACTION/MATERIALS**

*Slide #30*

- Work with your partner.
- Write 2 questions to ask before reading the book to children:
  - Help them become interested in the book
  - Focus on the skill and/or word you want them to learn

**TRAINER’S SCRIPT**

90. Work with your partner and write two questions you could ask **before** reading the book to children that would:
   a. Help them become interested in the book
   b. Focus on the skill and/or word you want them to learn.

91. Your questions should:
   a. Use words the children understand
   b. Not be too long or contain multiple questions
   c. Be stated in an appropriate format for the children’s age.

92. Take about 5 minutes to write two questions.

93. Let’s have a few groups tell us their questions. Tell us:
   a. The age of your children
   b. What word and social-emotional skill you want the children to learn
   c. Your questions.

After 5 minutes, call the group back together.

*Slide #31*

- Tell us:
  - age of children
  - word and social-emotional skill you want the children to learn
  - your questions
94. As we listen, keep our criteria in mind:
   a. Will the questions help the children become interested in the book?
   b. Are the questions focused on the skill and/or word you want them to learn—important concepts?
   c. Do they use words the children understand?
   d. Are they too long or contain multiple questions?
   e. Are they stated in an appropriate format for the children’s age?

95. The questions that we ask **during** the time we are reading the book and when we **finish** the book should focus the children on the word and/or social-emotional skill you want them to learn. The children’s answers to the questions should tell you if the children are learning what you want them to learn.
Every Child Reads Follow-up Module:  
Using Books and Literacy Activities to Teach Social-Emotional Skills  
Trainer’s Script

**ACTIONS/MATERIALS**

- **Slide #34**

- Using the book you read in the previous demonstration, state one or two examples of questions you could ask when reading the book and at the end. Point out how your questions meet criteria. You may want to write your questions on chart paper.

**TRAINER’S SCRIPT**

96. For example, if you are reading a book about friendship, the questions should be asked in such a way to determine if the child learned a new strategy for making friends. If you are teaching children what the word jealous means, the questions should be asked in such a way to determine if the child understands what that word means.

97. With your partner, write two questions you can ask **when** you are reading the book to children and two questions you can ask at the **end**. For example, with my book, I might ask....
After 8 minutes, ask some participants to state the word and social-emotional skill they want the children to learn and then the questions they would ask. Write their questions on chart paper. Compare the questions to the criteria and make revisions if necessary.

Listen carefully to make sure the questions check for understanding and are appropriate for the age of the children.

98. Use the same guidelines when writing questions to ask when you are reading the book and at the end.
   a. Will the questions keep the children interested in the book?
   b. Are they focused on the skill and/or word you want them to learn—important concepts?
   c. Do they use words the children understand?
   d. Are they too long/contain multiple questions?
   e. Are they stated in an appropriate format for the children’s age?
### ACTIONS/MATERIALS

**Examples:**
1. What made ___ feel ___?
2. What did ___ do when he felt ___? What else could ___ have done?
3. What was the problem in the story?
4. Who had the problem?
5. What did he/she do about it?
6. What are other ways the problem could have been solved?
7. How did you know ___?
8. Why do you think ___?
9. What would happen if ___?
10. What do you think will happen next?
11. How else could this story have ended?
12. How are ___ and ___ the same?
13. How are ___ and ___ different?
<table>
<thead>
<tr>
<th>ACTIONS/MATERIALS</th>
<th>TRAINER’S SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>If more work on questions is needed, write example questions on 3x5 cards. Put the cards in a bowl and ask participants to take one and re-write it.</td>
<td>100. Questions about the 3 ECR reading strategies—teaching new words, asking questions and connecting the book to the children’s lives and experiences?</td>
</tr>
</tbody>
</table>
ACTIONS/MATERIALS

You may want to supplement this section with additional examples and handouts.

Slide #36

Activities Need to Be…

- Purposeful. Fun, engaging and designed to teach the new words/skills you want them to learn.
- Integrated throughout the day, week, year.

Slide #37

- What kind of activities could we use to reinforce the words/skills books teach?

TRAINER’S SCRIPT

101. What activities can we use with children after we have read the book? The activities need to be:
   a. Purposeful. Fun and engaging but designed to reinforce the new words and skills that you want the children to learn. They can’t be just cute things to do that don’t reinforce what we want the children to learn.
   b. Integrated throughout the day, week and year.

102. Children need many opportunities to practice what we are teaching them but these opportunities need to be spaced throughout the weeks and months they are with us.

103. What kind of activities can we use to teach children social-emotional skills or names of an emotion? One example is using songs to teach names of feelings or social-emotional skills. What are other examples?
ACTIONS/MATERIALS

Record responses on chart paper. You want the group to brainstorm categories and not specifics. An example of a category is “songs” and an example of a “specific” is the title of a specific song such as “If You’re Happy and You Know It.” Mention the following categories if the group does not:

— songs
— games
— discussion activities
— dramatic play
— art activities
— nursery rhymes
— other books, including those you make.
104. Before we discuss how to incorporate some of these activities into our lesson plan, we need to remember to look for those teachable moments that occur naturally throughout the day.

105. For example, when you are with the children, you could name and describe the feelings you think they are having. “Jose and Amelia seem really happy to be playing together. They are smiling and laughing.” Notice that, in the example, I described the behaviors—smiling and laughing. I didn’t just say, “they seem happy.” Always be on the look-out for those teachable moments!
Distribute Handout 7, “Songs About Feelings.”

106. Questions or comments?

107. Let’s talk about each of these categories we brainstormed and share specific ideas for activities. Let’s start with songs. One of the favorites is, “If You’re Happy and You Know It.”

108. What other songs do you sing with children that teaches them how to describe feelings or learn social skills?

109. You can play games to help children learn the names of feelings. An example of one is to play a version of charades. Ask, “How does your face look when you feel proud?” Then ask, “What makes you feel proud?”

   a. You could also ask children, “How does ____ look when he feels proud?”
ACTIONS/MATERIALS

Slides #40 and 41

Explain how to play the games.

TRAINER’S SCRIPT

110. With older children, you could whisper to one to make his face look “proud” and then have the other children guess what the child is feeling.
   a. Remember to ask the follow-up questions. They are important!

111. What games do you play with your children to help them learn to name emotions or practice a social skill?
112. Discussion activities is another category. Find opportunities to discuss typical situations that happen.

For example, let’s say that Elizabeth and Ago were playing. Ben wanted to join them but they wouldn’t let him.

The first question I might ask is, “How do you think that made Ben feel?”

After the children responded, I might say, “How do you think you would feel if that happened to you?

My third question might be, “What could Ben do next time to let you know he wants to play with you?”
Every Child Reads Follow-up Module:  
*Using Books and Literacy Activities to Teach Social-Emotional Skills*  
Trainer’s Script

**ACTIONS/MATERIALS**

Optional: Show video clip  
2.10b “Emotional Literacy Activities: Happy and Mad.”

Optional: Show video clip 2.6 “Using Puppets”. It is at  
[www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel).

**TRAINER’S SCRIPT**

113. Try to have these discussions before problems arise as well as when they occur. These discussions can be planned or be part of a teachable moment.

114. When could you use discussion activities in your setting?

115. Again, the questions you ask are important. Follow the same guidelines you do when asking questions about books.

116. You could also have children role play situations and then discuss what happened. You could have children play the roles or have them use puppets.

117. What art activities can you do with the children to reinforce the word you were teaching or the social-emotional skill?
Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Trainer’s Script

**ACTIONS/MATERIALS**

Distribute Handout 8, Children’s Book List.

Distribute Handout 9, Book Nooks.

Slide #43

**TRAINER’S SCRIPT**

118. What are some dramatic play activities you could do with the children?

119. What are some nursery rhymes you could teach children?

120. Reading other books about the feelings and skills you are teaching the children to describe is always a good idea.

121. Are there any on this list you like to read to children?

122. These were developed by CSEFEL and are available on their website, [http://www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel). Check it periodically because new book nooks will be added and there are other ideas and resources for teaching social-emotional skills on it.

- Center on Social and Emotional Foundations for Early Learning

  Web site:
  [http://www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)
Every Child Reads Follow-up Module:  
*Using Books and Literacy Activities to Teach Social-Emotional Skills*  
Teacher’s Script

**ACTIONS/MATERIALS**

Give the group about 5-8 minutes to do so.

**TRAINER’S SCRIPT**

123. Please take a few minutes to skim some of them.

124. Why did we have you create your own lesson plan when these are available?
   
a. There is not one for every book so we thought it was important for you to have the experience of creating your own so you could do it with the books you have available.
   b. They don’t explain how to teach new words
   c. Some suggest questions to ask but not all
   d. Some talk about how to connect the book to the child’s life and experiences but not all.

125. What they do have are wonderful activities. You could modify some of the activities to fit your lesson plan. The activities are fun but they are activities with a purpose—they are reinforcing a specific skill or word you want children to learn.

126. Questions or comments about the Book Nooks? Did you find any activities you could modify or use in any way with the book you are reading to the children?
**Every Child Reads Follow-up Module:**
*Using Books and Literacy Activities to Teach Social-Emotional Skills*

**Trainer’s Script**

### ACTIONS/MATERIALS

**Slide #45**

Create activities that will reinforce the word/skill you want children to learn.

**Slide #46**

- Select a few activities to do during the week you first read the book and put a #1 by them.
- Identify which ones you will do during the second week and put a #2 by them.

### TRAINER’S SCRIPT

127. Please find your lesson plan and turn to #8. With your partner, create activities that will reinforce the word and skill you want the children to learn. The activities need to link to the word and/or skill in the book—what you want the children to learn.

128. You can use ideas from the handouts, from our discussions or make up new ones.

129. We talked about how important it is to space the activities throughout the day, week and year. We don’t want to have a week on “friendship” and then never teach that skill again.

130. Please select a few activities to do with the children sometime during the week you first read the book to them and put a #1 by them. Then, identify which ones you will do during the second week and put a #2 by them.
### ACTIONS/MATERIALS

Optional: See page 2 of the “You’ve Got To Have Friends” article in the Supplemental Trainer Materials section for an example of how to integrate social-emotional skills throughout the daily schedule.

After about 2-3 minutes, call the group back together.

Optional: Ask each group of 4 to select two activities to share with rest of group.

### TRAINER’S SCRIPT

131. Form a group of 4 with another pair and share activity ideas.
ACTIONS/MATERIALS

Conduct the discussion by talking about each feeling or skill separately. For example, “What activities did you chose to teach the word “angry?” Or, “What activities did you select for teaching children to be friends?”

TRAINER’S SCRIPT

132. Today, we reviewed 3 ECR strategies and developed a lesson plan for teaching children social-emotional skills and/or words to use to name emotions.

133. One of the key concepts we discussed is that we need to intentionally teach children what to do—we can’t just have expectations that children will behave in certain ways. One way to do so is to use books and activities.
ACTIONS/MATERIALS

Record items on chart paper.

134. What did you learn today that you can use?

135. Please complete the evaluation form. Thanks for coming.

Distribute Handout 10, Evaluation Form. Give the participants a few minutes to complete it.