

What Is My Child Learning?

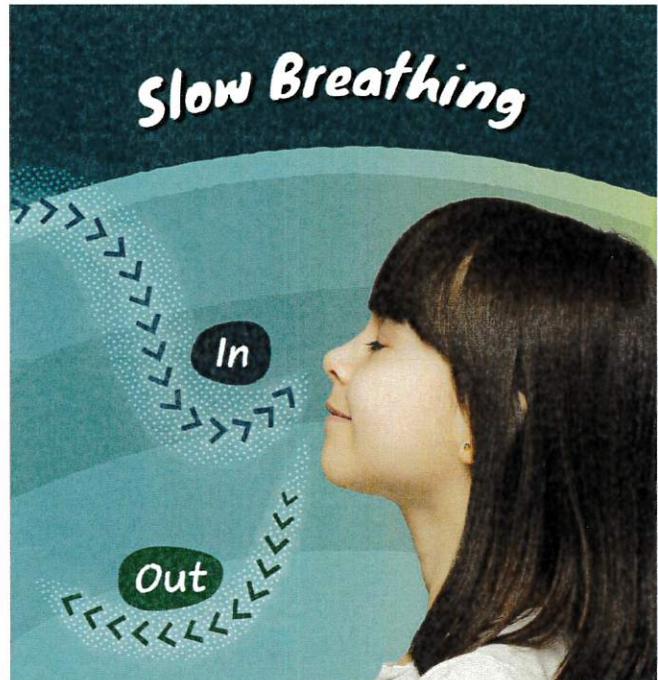
Unit Themes

Your kindergartner is learning to use clues, including looking at a person’s face and body and what’s going on, to recognize 3 common feelings—happy, sad, and mad. Toward the end of the unit, they also become familiar with slow breathing as a way to help themselves feel calm when they experience strong emotions.

Why is it important?

Research shows that children who learn the skills in this unit are more likely to:

- Be better learners
- Build stronger relationships
- Have higher self-esteem
- Be better problem-solvers



Practice at Home

What to Look For

Notice and praise your child when they recognize and label feelings—their own and other people’s—or use clues to guess how someone else is feeling. You can say, **It does look like that person feels mad. Good job paying attention to their face and body and what’s going on!**

Try This!

Discuss: A few times a week, ask your child, **When did you see someone who looked happy today? When did you see someone who looked sad? How did you know they felt that way?**

Discuss: A few times a week, ask your child, **When did you feel mad or sad today? What did you do to feel calm?**

Practice: After your child has learned slow breathing at school, practice with them. Take a deep breath through your nose, hold it for a moment, then slowly release it through your mouth.

What Is My Child Learning?

Unit Themes

Your first grader is learning how to use clues, like looking at a person's face and body and what's going on, to guess how someone is feeling. They also learn words to describe more complex feelings—worried, calm, and frustrated. Toward the end of the unit, they practice 2 ways to feel calm when they experience strong emotions: asking for help and slow counting.

Why is it important?

Research shows that children who learn the skills in this unit are more likely to:

- **Be better learners**
- **Build stronger relationships**
- **Have higher self-esteem**
- **Be better problem-solvers**



Mateo felt frustrated when he had trouble putting stickers on a toy rocket. He used slow counting to help himself feel calm.

Practice at Home

What to Look For

Notice and praise your child when they recognize and label how someone else is feeling by looking at their face and body and what's going on. You can say, **It does seem like your cousin is frustrated! He's frowning and he can't get to the toy on the table. Good job using clues to guess how he feels.**

Try This!

Discuss: A few times a week, ask your child, **When did you feel frustrated or worried today? What did you do to feel calm?**

Discuss: Show your child the picture above. Ask them to tell you how the character (Mateo) felt in the video, and what he did to feel calm.

Practice: After your child has learned slow counting at school, practice with them. Count slowly from 1 to 10, clapping quietly with each number.

What Is My Child Learning?

Unit Themes

Your child is learning more words to describe different feelings. When we feel good after we do something hard, that's feeling proud. When something doesn't happen the way we wanted, we might feel disappointed. Second graders are also learning a new way to help themselves feel calm. Thinking of things that make them smile, like a favorite pet, or saying nice things to themselves like, "I've got this," can help when they feel worried or disappointed.

Why is it important?

Research shows that children who learn the skills in this unit are more likely to:

- ▲ **Be better learners**
- ▲ **Build stronger relationships**
- ▲ **Have higher self-esteem**
- ▲ **Be better problem-solvers**



Practice at Home

What to Look For

Notice and praise your child when they help themselves feel calm without help from an adult. You can say, **When you were upset, I saw you get calm all by yourself. Good job!** Your child may know a variety of ways to feel calm, such as slow breathing, slow counting, or saying something like, "I believe in me," to themselves.

Try This!

Discuss: Each week, ask your child, **When did you feel proud this week?** Share your own examples of times you felt good about yourself after doing something hard. For example, **I felt proud when my coworkers and I helped a lot of customers during a busy time at the store yesterday.**

Practice: Help your child think of things that make them smile or that they can say to themselves to feel better when they're upset, disappointed, or worried. They can draw pictures, make a list, or create a booklet to look at when they need it.

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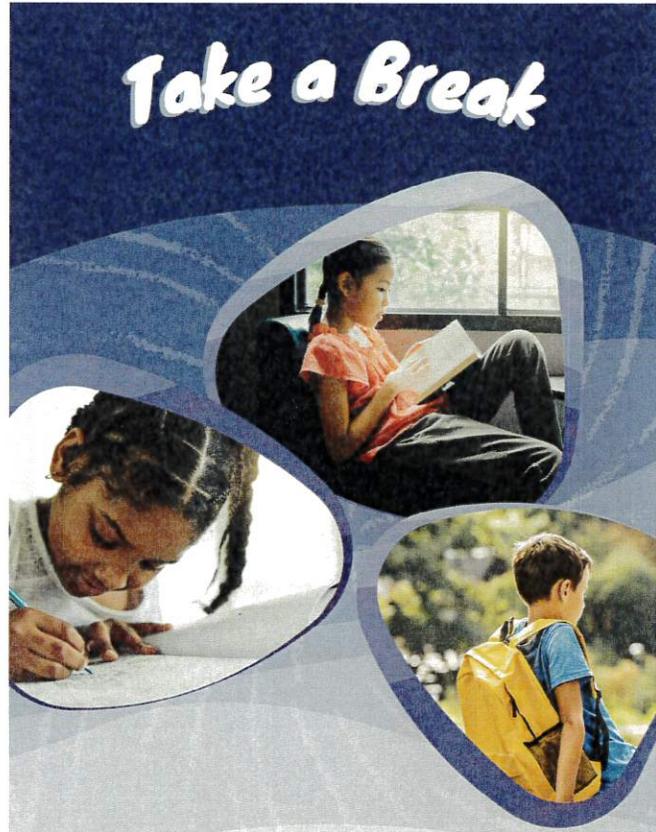
Unit Themes

Your child is learning that emotions are important because they give us helpful information about what's happening in our daily lives. For example, fear tells us we might be in danger. In this unit, third graders practice accurately labeling different levels of happiness using the words “content,” “happy,” and “excited.” They also practice labeling different levels of anger with the words “annoyed,” “angry,” and “furious.” In addition, third graders learn to identify when and how they can take a break to help calm strong emotions.

Why is it important?

Research shows that children who learn the skills in this unit are more likely to:

- ▲ **Develop stronger coping skills**
- ▲ **Be better problem-solvers**
- ▲ **Make better decisions**
- ▲ **Build stronger relationships**



Practice at Home

What to Look For

Notice and praise your child when they choose to take a break at home. They may find a comfortable corner or just put their head down for a few minutes. You can say, **Good job taking a break when you needed it.**

Try This!

Discuss: Take turns talking about a time when you felt content and a time you felt excited. Explain how you knew the difference. For example, **I felt content after dinner because we were relaxing and talking together. I felt excited when my good friend was coming to visit. It was all I could think about all day.**

Practice: Help your child think about when and how to take a break at home. Then, when your third grader is experiencing a strong emotion such as anger, ask, **Would now be a good time to take a break?**

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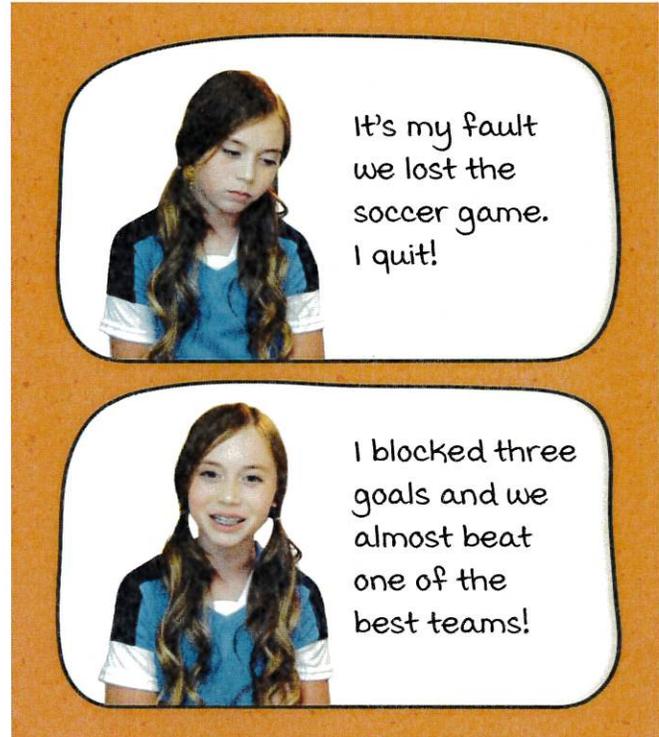
Unit Themes

Your child is learning about the importance of managing strong emotions. Fourth graders will discuss the different ways strong emotions can influence their thoughts and actions. Toward the end of this unit, they practice rethinking situations so they can feel calm and think more clearly. Rethinking means to think about something in a different way and see new aspects of it.

Why is it important?

Research shows that children who learn the skills in this unit are more likely to:

- **Develop stronger coping skills**
- **Be better problem-solvers**
- **Make more positive choices**
- **Build stronger relationships**



Practice at Home

What to Look For

Notice and praise your child when they're able to change how they feel about a challenging situation by thinking about it in a new way. You may hear them name something they learned from the experience or a way they changed their perspective. They may say, "I'm upset I didn't do well, but now I know what to practice." or "I thought about it more and I'm okay with it." You can say, **I hear you rethinking what happened. Good job seeing things in a different way.**

Try This!

Discuss: Take turns describing a time when rethinking helped you feel better about a situation. How were you feeling and what did you say to yourself to feel better about it? You can say something like, **I felt upset when my favorite mug broke, but I realized I have other mugs and maybe it's time for a new favorite.**

Practice: Notice when your child encounters a disappointing or challenging situation during their day. Ask them how they can rethink the situation to feel better. You can ask, **What happened? Has this ever happened to anyone else? or What's something good that happened?**

What Is My Child Learning?**Unit Themes**

Your child is learning to anticipate recurring situations that cause them to feel strong emotions like stress, frustration, or anger. Fifth graders practice looking at what makes a situation upsetting for them. Then they learn to identify a change they can make to handle the situation better in the future.

Why is it important?

Research shows that children who learn the skills in this unit are more likely to:

- ◆ **Develop stronger coping skills**
- ◆ **Be better problem-solvers**
- ◆ **Make better decisions**
- ◆ **Build stronger relationships**

**Practice at Home****What to Look For**

Notice and praise your child when they handle a situation more easily than they have in the past. For example, if your child is ready for school on time after days of being late. You can say, **I notice you've made some changes. Good job planning ahead so you could be on time today.**

Try This!

Discuss: Take turns talking about how you know when you're feeling stress. Describe situations that cause you to feel this way.

Practice: When your child seems stressed, ask how they're feeling and if there's anything they could do differently to feel better the next time they experience a similar situation.