



Let's Be Friends! Supporting Social-Emotional Development



Songs That Support Social and Emotional Learning

Apples and Bananas II

Suzie likes to eat, eat, eat,

_____ and _____. (child's choice)

Suzie likes to eat, eat, eat,

_____ and _____.

Ask different children what they like to eat or change the subject from food to toys children like to play with.

If You're Happy and You Know It

When Jenny's happy she jumps up and down

When Jenny's happy she jumps up and down

When Jenny's happy, her face will surely show it.

When Jenny's happy, she jumps up and down.

Ask children for feeling words and actions to go with them.

Friends

Friends, friends, 1, 2, 3,

All my friends are here with me.

You're my friend (point to one another)

You're my friend,

You're my friend,

You're my friend,

Friends, friends, 1, 2, 3,

All my friends are here with me.

The More We Get Together

The more we get together, together, together

The more we get together, the happier we'll be

'Cause your friends are my friends, and my friends are your friends

The more we get together, the happier we'll be.

Ask children to name an activity that they like to do (swim, dance, play,) and substitute that idea in the song, e.g., *The more we swim together.*

This Is the Way

This is the way we say hello, say hello, say hello (wave)

This is the way we say hello, to our friends each morning.

Ask children to wave different parts of their bodies as you sing the song.

I Have a Friend

I have a friend whose name is _____

And we have fun together.

We laugh and play and sing all day

In any kind of weather.

Friendship Book List

A Rainbow of Friends by P.K. Hallinan

Best Friends by Charlotte Labaronne

Can You Be a Friend? by Nita Everly

Fox Makes Friends by Adam Relf

Gigi and Lulu's Gigantic Fight by Pamela Edwards

How Do Dinosaurs Play with Their Friends? by Jane Yolen and Mark Teague

Hunter's Best Friend at School by Laura Malone Elliott

I'm Sorry by Sam McBratney

Join In and Play by Cheri J. Meiners

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear by Don and Audrey Wood

Matthew and Tilly by Rebecca C. Jones

My Friend Bear by Jez Alborough

My Friend and I by Lisa Jahn-Clough

One Lonely Sea Horse by Saxton Freymann and Joost Elffers

The Rainbow Fish by Marcus Pfister

The Selfish Crocodile by Faustin Charles and Michael Terry

Sunshine & Storm by Elisabeth Jones and James Coplestone

We Are Best Friends by Alike

A Friend Like Ed by Karen Wagner

Best Friends for Frances by Russell Hoban

Big Al by Andrew Clements

Promoting Social Knowledge

Adults can use specific strategies to encourage children's social knowledge and skills:

Modeling

Talking about your own emotions and what you notice about others

- *I'm feeling happy today because the sun is shining and we can go outside.*
- *You're bouncing up and down. You look excited!*

Saying what you are doing to be prosocial:

- *I'm listening to what Jamie's saying. I will listen to you next.*
- *I'll give you some of my play dough because it looks like you might need more.*
- *I see that Ben fell down. I'm going to make sure he's okay.*

Coaching

Breaking down behavior into sequenced steps:

- *You want to play with Tasha, so first you have to get her attention, and then you can tell her that you want to play with her.*
- *It looks like Jonathan is using the ball. How will you let him know that you want a turn?*

Acknowledging

Pointing out children's successful social interactions:

- *You asked Tasha for a turn and she handed you the ball.*
- *When you said thank-you to Emily, she smiled.*

Promoting Social Knowledge

Read the situations below. Then identify which technique — **modeling, coaching, or acknowledging** — the adult is using.

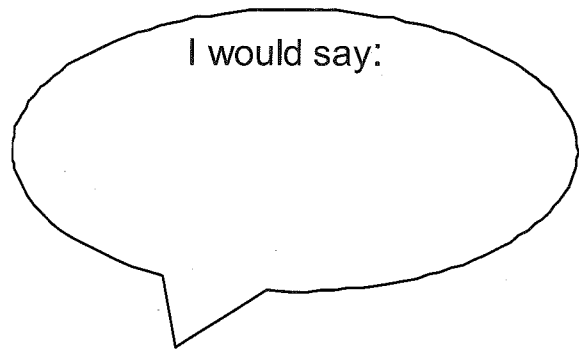
1. At drop-off time, Serenity begins to cry when her father goes out the door. Tommy gets Serenity's blanket from her cubby and gives it to her. Ms. Lacy says, "Tommy, you noticed that Serenity was upset, so you got her blanket for her."
2. Katie is playing at the table with a big ball of play dough and cookie cutters. Madison approaches and looks into the play dough container, notices that it is empty and looks around the table. Mrs. Rush approaches Madison and says, "It looks like the container is empty. What are you going to do to get some play dough?" When Madison points to Katie, Mrs. Rush says, "What could you say to Katie so she knows that you want to use the play dough, too?"
3. Outside, Jonathan asks Martin for a turn on the big wheel. When Martin says that he will give Jonathan a turn in a few minutes, Jonathan watches Martin for a few minutes then decides to climb on the climber. After a few more minutes, Martin races up to the climber and says to Jonathan, "It's your turn now." Miss Karen walks over to Martin and says, "You remembered that Jonathan wanted a turn, and you gave him your bike when you were done."
4. During play time, Tasha and Mr. Alex are building with blocks on the carpet. Tasha reaches over to take some blocks from a pile that James is using. Mr. Alex says, "I see that James is using these blocks. I'm going to ask him if it is okay for me to take some." He taps James on the shoulder and says, "James, Tasha and I need some more blocks, may we take some of these?"
5. During a rainy afternoon, Miss Tania looks out the window and says, "I'm feeling disappointed that it's raining because we won't be able to play outside."

What Would You Say?

Read the following situations and the adult's response. Fill in the empty caption bubble with alternative words based on the adult strategies of modeling, coaching, and acknowledging.

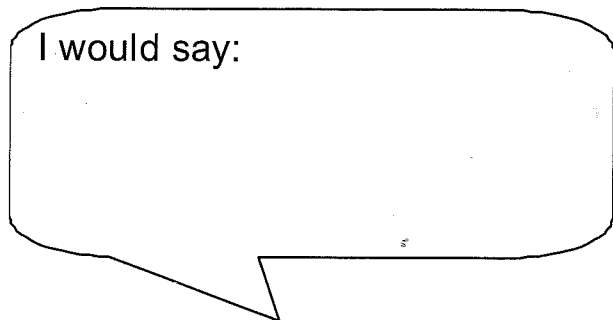
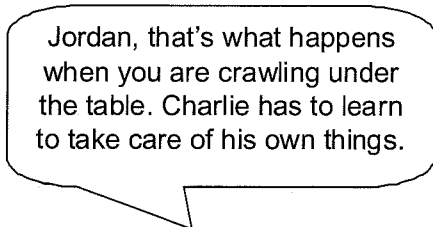
1. Lydia and Micah are sitting next to each other at the lunch table. They both reach for the bowl of apples and begin tugging at it.

The adult says:

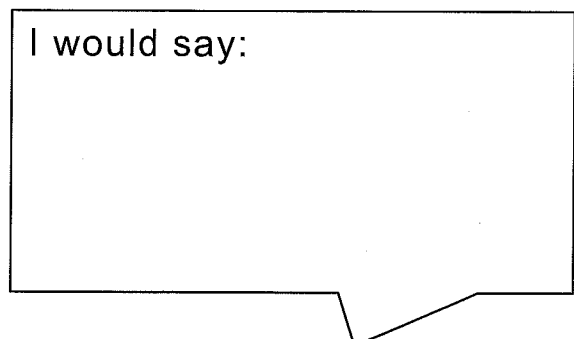
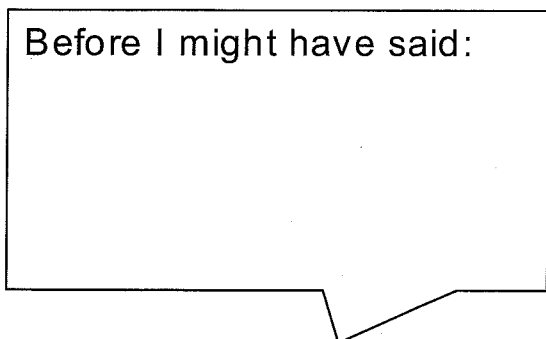


2. While getting ready to go outside to play, Jordan notices that Charlie has misplaced his hat. He sees the hat under the table and crawls under to get it. He bumps his head in the process and begins to cry.

The adult says:



3. Kovid and Martin are washing their hands in the bathroom. When Kovid is finished, he flips off the light, leaving Martin in the dark bathroom.



My Plan

One strategy I would like to try in my setting is:

This is the typical situation where I think this strategy will be helpful: