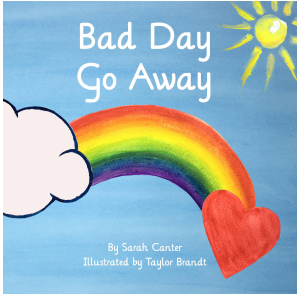


Printable Power Packs™

What to Teach (All children)	When to Teach (time of day)	Where to Teach (location)	What to Teach With (materials, objects, toys)	How to Teach
<p>Teach reasoning, which is the ability to make inferences, make predictions, give explanations, and/or draw conclusions.</p> <p>Children also demonstrate <i>reasoning</i> when they understand why certain outcomes result from certain actions or thoughts.</p> <p>Teach self-regulation¹, which is the conscious control of thoughts, behaviors, and emotions.</p> <p>Examples of self-regulation skills include, but are not limited to: making plans before taking action, solving problems, taking the perspective of others, getting, keeping, and shifting attention, delaying gratification, ignoring distractions, adapting to change, moving and acting deliberately, considering alternatives, recalling information, and following directions.</p>	<p>Storytime</p> <p>Naptime</p> <p>Quiet time</p> <p>Waiting time</p>	<p>Large group area</p> <p>Bedroom or nap area</p> <p>Book area</p> <p>Car, restaurant, hallway</p>	<p>Book: “Bad Day Go Away” by Sarah Canter and illustrated by Taylor Brandt.</p> <p>Published in collaboration with Soul Group Publishing</p>  <p>Puppets/felt board pieces of characters (girl and dog) as well as objects from the story (sun, cloud, heart, rainbow, umbrella, bone)</p>	<p>Use “Self Talk”, an indirect adult-led instructional strategy to describe what he/she is doing, thinking, or feeling using academic, technical, or everyday language.</p> <p>Self talk is not an ongoing monologue used by the adult, but rather it is adult speech that promotes continued engagement and joint attention by pausing and observing as appropriate to match the child’s pace, temperament, and interest in learning about what the adult is doing, thinking, or feeling.</p> <p>Examples of Self-Talk while reading Bad Day Go Away:</p> <ul style="list-style-type: none"> • “I think the little girl is sad because _____.” • “I wonder what the dog is thinking while he sits with his eyes closed.” • “I’m feeling anxious about when it will be my turn to play with the dog puppet, so I’m taking a deep breath in, and a deep breath out, while I wait. <p>Use “Brainstorming” a cognitive-based instructional strategy that is typically planned by an adult who leads a child or group of children to identify most/all possible solutions or answers to a specific problem, barrier, challenge, or situation.</p> <p>Use of brainstorming stimulates creative and critical thinking through interactions that are conversational, bi-directional, balanced, and promote child engagement.</p> <p>Examples of Brainstorming while reading Bad Day Go Away:</p> <ul style="list-style-type: none"> • “Tell me all the reasons why you think the little girl was having a bad day.” • “What are more examples of happy thoughts?” • “What are other ways we can make a bad day go away?” • “Let’s list all the things we can do to ensure today, is a good day.”

¹ What to Teach outcome of self-regulation definition is adapted from McClelland and Tominey’s book, [“Stop, Think, Act: Integrating self-regulation in the early childhood classroom.”](#)

What to Teach (children who struggle)	When to Teach (time of day)	Where to Teach (location)	What to Teach With (materials, objects, toys)	How to Teach
<p>Simpler and/or single component of self-regulation:</p> <ul style="list-style-type: none"> recall identify problem but not the solution make a choice between two things follow single directions 	<p>Storytime Naptime Quiet time Waiting time</p>	<p>Large group area Bedroom or nap area Book area Car, restaurant, hallway</p>	<p>Book: "Bad Day Go Away" by Sarah Canter and illustrated by Taylor Brandt.</p>	<ul style="list-style-type: none"> Model (self-talk and demonstrations) Scaffold (coach and set realistic expectations) Practice (multiple and varied opportunities through play) Give Feedback (targeted, specific, timely)
What to Teach (children are experiencing barriers or need a foundational or prerequisite skill)	When to Teach (time of day)	Where to Teach (location)	What to Teach With (materials, objects, toys)	How to Teach
<p>Barriers:</p> <ul style="list-style-type: none"> Doesn't know what calm is Difficulty predicting what will happen next Large group activity <p>Earlier skills (see Self-Regulation Rubric)</p>	<p>Storytime Naptime Quiet time Waiting time</p>	<p>Large group area Bedroom or nap area Book area Car, restaurant, hallway</p>	<p>Book: "Bad Day Go Away" by Sarah Canter and illustrated by Taylor Brandt.</p>	<p>Remove and/or reduce stressors before expecting a different child outcome. For example:</p> <ul style="list-style-type: none"> allow child to leave group activity as needed use visuals to help child know what will happen next talk slower and softly show and tell wait 10 seconds before repeating questions or directives make these less abstract – use less symbolism <p>Support the self-regulation of other adults (co-teachers, parents, and other key caregivers) and peer models.</p> <p>Engage in self-reflection and promote self-awareness</p> <p>Don't try to teach (or model) "during the storm"</p> <p>Use the same strategies as used to teach other skills (e.g., modeling, questing, directing, scaffolding, giving feedback)</p>