

# May is Speech and Hearing Month!



## Preschool Hotline Newsletter

Spring 2017 Edition

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• Have you ever seen your preschooler go from calm and serene to full out tantrum in the blink of an eye? Or hide behind you when someone approaches? Or laugh so hard at the silliest thing? We can all experience many different emotions throughout a single day. As adults we can usually name how we feel but children may not have a name for how they are feeling. And sometimes “angry”, “sad” or “happy” doesn’t explain the emotion the same as perhaps another word like “tranquil”, “frustrated”, “shy” or “hysterical”.

• In our May month edition we discuss emotional language and our preschoolers and how to support our young children and their understanding of their emotions.

• And for our families with children entering kindergarten in the fall, this time of year often brings up thoughts of “is my child ready to go to school?” One skill that we would like to see children develop as they enter school is the idea of story-telling or narratives. Find out some “how-tos” for developing this language skill.

Also be sure to check out the book and song ideas for emotional language and story-telling shown throughout this edition.

Please be sure to connect with your local Speech Language Pathologist if you have any questions or concerns regarding your child’s speech or language development or look for us under Public Health at [northernhealth.ca](http://northernhealth.ca). And check out our blogs for Speech and Hearing month on the website as well.

**Happy “May is Speech & Hearing” Month!**

*- Your NH Community  
Speech & Language Team!*



**northern health**  
the northern way of caring



[northernhealth.ca](http://northernhealth.ca)

#healthynorth

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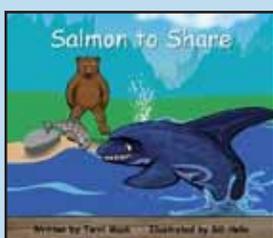
# Preschooler Storytelling for Kindergarten Readiness... Ready, Set, Go!

You've told a story before, probably several even just this past week. We use this constantly when having conversations with others. Our stories can be about a personal experience or an event. Storytelling - aka telling a "narrative" - is a skill that comes naturally to many. However, sometimes our little preschoolers need an extra hand at ordering their thoughts and telling the sequence of a story. Here are some ideas to use in helping your preschooler be able to tell stories.

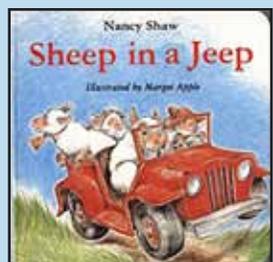
For preschoolers entering kindergarten, we like their storytelling (or narrative telling) to have three main parts, these are "who", "where", and "what".

- **Who** are the people in the story? Is it just the preschooler or the preschooler and a friend?
- **Where** does the story take place? At home, at a friend's, at the park?
- **What** happened? For this "what" component, we look for a sequence of at least three things that happened, e.g., sang a song, did a craft, and then watched a movie.

A great way to start is talking to your preschooler about a personally relevant experience - something that they were involved in. This lessens the communication and memory pressure by referring back to something fun that was experienced. Ideas are: a favourite family vacation, their most recent birthday party, their last day of preschool, a fun time at a friend's house, a holiday that they celebrated with their family such as Christmas or Easter, a special celebratory day such as Valentine's Day or St. Patrick's Day, even an event the child was involved in such as a sports or dance event or helping a parent with groceries.



Another wonderful approach is the reading and retelling of a favourite storybook or a new book. This offers the preschooler a visual help for the "who", "where", and "what" parts. It also makes for meaningful one-on-one time with a parent. Who are the main characters?... just look at the first pages. Where does the story take place?...just look at a few more of the pages. What are at least three things that happened in the story?...just turn the pages and see. Some books that tell wonderful stories for preschoolers are *The Very Hungry Caterpillar*, by Eric Carle; *Sheep in a Jeep*, by Nancy Shaw; *10 Items or Less*, by Stephanie Calmenson; *Salmon to Share*, by Terri Mack and Bill Helin; *Baby Bear*, by Terri Mack; *Raven: A Trickster from the Pacific Northwest*, by Gerald McDermott; and *How Food Was Given*, by Barbara Marchand.



What are some ideas for coaching your preschoolers if they need some extra help? If they are not telling you on their own, give them a clue by asking them one "w" question at a time. "Who was there?" "Where were you?" "What happened?" Go further by giving them options under each "w". "Who was there...you, Grandma, and dad?" "Where were you...at Grandma's, at the restaurant, or at the pool?" "What happened...you got your bathing suit on, you played in the water, and, when you were finished, you got dressed". Also, consider being a strong model to them of how to tell stories. Share with them the simple "who", "where", and three "whats" from your own experiences.



If your preschooler is already way ahead and telling you lots of stories already, try bringing in some other aspects to the stories they share. Talk about the future. Is there an upcoming event that they will be taking part in? Is there something fun planned just around the corner? Bring in the "who", "where", and "what" when talking about this future event. You can also bring in some feelings from across the spectrum from positive to negative. "How did you feel at your birthday party last weekend, excited...happy?" "How did you feel when you fell off your bike, ...scared, embarrassed?" "How will you feel on your first day of school, trepidatious...shy?"



Get ready...kindergarten is just around the corner and that first school day in September will be here before you know it. Storytelling, the ability to tell a narrative of an event or experience, is a way for our preschoolers to get their thoughts and experiences out and share them with others. Whether your preschooler is just beginning with their storytelling or well on their way, there are many ways that you, as a parent, can encourage them.

# Emotional Intelligence in Young Children



The “terrible twos,” “threenagers,” tantrums, screaming, hitting, biting... These words are often used to describe young children’s behavior. There’s a reason why the behaviors of our young children sometimes seem extreme. Babies, toddlers and preschoolers are in the process of learning to express themselves, cooperate with others, understand what they are feeling and control their emotions.

Parents and early childhood educators play an important role in helping young children learn how to express their emotions. Teaching children words to describe their emotions helps them learn to express themselves. It also helps them learn to express their emotions more appropriately. It is also believed that children who are skilled at naming and understanding their own emotions are more able to identifying these emotions of others. This “emotional intelligence” therefore may help to foster empathy.

So how do we teach our little children “emotional intelligence”? **The Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** is a great website that promotes the social emotional development and school readiness of young children birth to age 5. The CSEFEL lists the following steps to help teach “emotional intelligence”:

- **Words** - Name the emotions your child is experiencing. Also, name emotional words as you come across them in daily life. For example, when a baby is crying on the bus you could say, “Oh that baby is crying, she might be sad or hungry”. You can also try this while reading books or watching movies. “Inside Out” is a movie that specifically targets emotional vocabulary. Teach words such as: mad, sad, happy, excited, frustrated, tired, nervous, silly, scared etc.
- **Expressing Emotions** - Let your child come up with ideas on how to express various emotions. When needed, help guide your child to come up with appropriate solutions. This can be done in the moment (if appropriate) or at other times while reading books, thinking back on something that happened earlier in the day or when planning for the future. For example, “You are having a hard time putting on your socks. You look frustrated. You could ask for help, I could get you started or you could take a deep breath and try again. What would you like to do?” Help your child come up with multiple solutions to their feelings. For example: ask for help, take a deep breath, ask for a turn, say no thank you, shake your sillies out etc.
- **Praise** - The CSEFEL highlights the importance of praising children when they use their emotion words. This helps children understand that it is okay to have different feelings and share those feelings with others.
- **Practice** - Your child will experience many different feelings in a single day. Continue to problem solve with your child and practice new solutions daily. These opportunities are everywhere: while reading books, watching movies, grocery shopping, waiting for an upcoming event (birthday party, first day of school etc.), thinking back on a previous event, during play dates, while spending time with siblings, etc. Practice will help your child problem solve solutions on their own (when you are not there to help them!).

Developing “emotional intelligence” is an important part of a child’s development. In addition to the above strategies please check out the CSEFEL website for more handouts, activity ideas and resources:

<http://csefel.vanderbilt.edu/>



# Sing Songs with Emotion

## If You're Happy and You Know It

If you're happy and you know it, clap your hands (clap clap)  
If you're happy and you know it, clap your hands (clap clap)  
If you're happy and you know it, then your face will surely show it  
If you're happy and you know it, clap your hands. (clap clap)

If you're mad and you know it, stomp your feet (stomp stomp)  
If you're mad and you know it, stomp your feet (stomp stomp)  
If you're mad and you know it, then your face will surely show it  
If you're mad and you know it, stomp your feet. (stomp stomp)

If you're sad and you know it, say boo hoo (boo-hoo)  
If you're sad and you know it, say boo hoo (boo-hoo)  
If you're sad and you know it, then your face will surely show it  
If you're sad and you know it, say boo hoo (boo-hoo)

*Feel free to add additional verses with new emotions and actions.  
For example: exited (hurray), tired (yawn), hurt (ouch) etc.*

## I Look In the Mirror

I look in the mirror and what do I see?  
I see a happy face smiling at me.

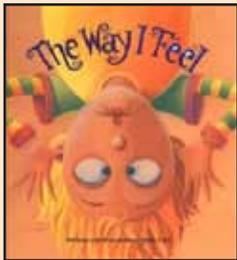
I look in the mirror and what do I see?  
I see a surprised face looking at me.

I look in the mirror and what do I see?  
I see a tired face yawning at me.

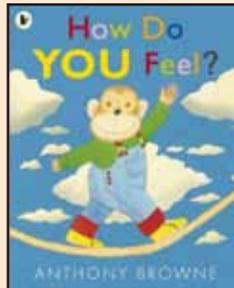
I look in the mirror and what do I see?  
I see a sad face frowning at me.

*Feel free to make up other verses  
and add new facial expressions. For  
example: cold (chattering teeth),  
mad (furrowed brow), excited (big  
eyes and smile), etc.*

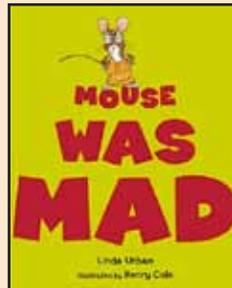
# Books with Feelings



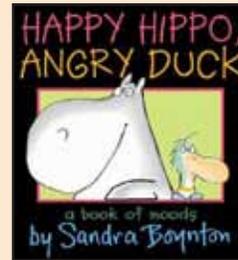
by  
Janan Cain



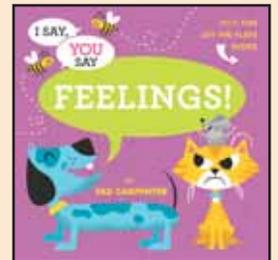
by  
Anthony Browne



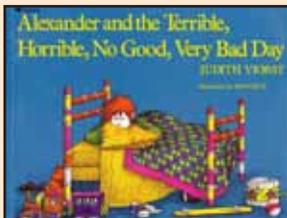
by  
Linda Urban



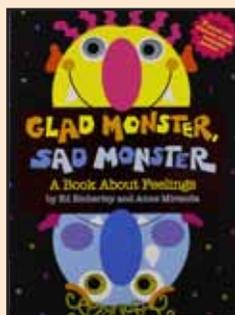
by  
Sandra Boynton



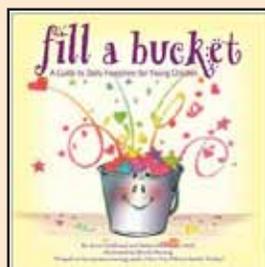
by  
Tad Carpenter



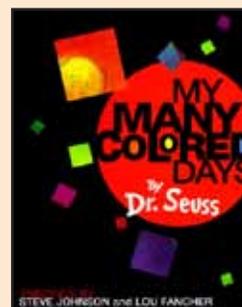
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Judith Viorst



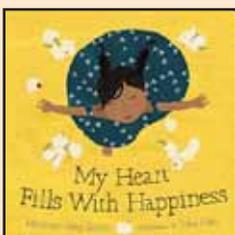
by  
Anne Miranda



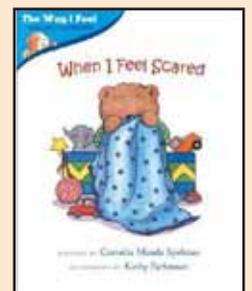
by  
Carol McCloud  
and  
Katherine Martin



by  
Dr. Seuss



by  
Monique Gray Smith



by  
Cornelia Maude  
Spelman

This is a book series. When I feel... scared, angry, worried, miss you, sad, jealous, good about myself, etc.