

Foster Interpersonal Relationships: Building and Nurturing Relationships with Your Students

You know that one of the keys to a successful Pre-K year is the relationships you develop with the children in your class. Positive strategies to help you build those relationships are embedded in the daily instruction of *Three Cheers for Pre-K*. Here are a few effective ways to build those relationships and how *Three Cheers for Pre-K* supports you.

1

Connect with Children

There are many different ways to connect with children. Often it starts with sharing your own stories and encouraging children to share the stories of their lives both in and out of school. It is important to listen actively and attentively to children when they tell their stories. It makes children feel valued if you are able to remember details about their lives, such as the names and ages of their siblings. Making these connections with children is the foundation of building those relationships.

In *Three Cheers for Pre-K* —

Welcome to Today

There is a daily Meet and Greet. *Three Cheers* offers you different ideas for how to connect with children as they walk through the door first thing in the day. This gives you the opportunity to connect personally with every child every day.

Meet and Greet

- As you greet children, ask what their *favorite* food is. Share yours and note similarities and differences.

Story Time

The first time any book is read, there is a three-step routine. The last third of the routine is always Connect.

During Connect, children are encouraged to make personal connections to the themes in the literature. This is a great opportunity to hear their stories and share your own.



SEL **Marisol McDonald Doesn't Match**

Tell children that you will read a book called *Marisol McDonald Doesn't Match*.

- 1 Introduce** Display the Trade Book *Marisol McDonald Doesn't Match*. Turn to the first page and point your finger to the first word on the page. This is where I will start reading. Which word is next? Have children demonstrate understanding of print directionality, including left to right, by telling you which word is next. Repeat for the next few words.
- 2 Read Together** As you read the book aloud, track the print to show that the direction of the print goes from left to right and top to bottom.
- 3 Connect** Help children understand that Marisol's teacher helps Marisol learn that she is *special* just the way she is. Ask children to share something about themselves that makes them *special*. Prompt with questions as needed.

Learn and Play

There is a daily feature in Learn and Play called Let's Talk. This instructional feature gives you ideas about how to interact with children individually and engage with them.

Let's Talk

My Feelings Watch children's facial expressions as they play. Approach individual children and tell them what the expression on their face tells you that they might be feeling. Ask them if that feeling is true. *You look frustrated. Is that true? Can you tell me why?*

2 Help Children Feel Ownership

Your relationship with a child blooms when that child feels honored and trusted. That relationship can be nurtured by giving the child responsibility in the classroom and by giving the child some control or ownership over learning experiences.

In *Three Cheers for Pre-K* —


Welcome to Today

There is guidance on using a Helper Chart in your classroom. The purpose is to give children a responsibility and develop a sense of community in the classroom. There is daily guidance to help you manage the Helper Chart and connect with children.

2 Helper Chart Review the helper jobs children have and ask how the job is going. Encourage children to ask for help if needed.

Learn and Play

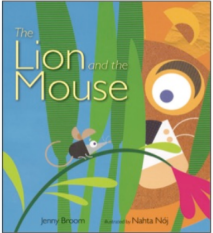
In Let's Read, children often have an opportunity to choose a book for the class to read together.



Let's Read

Children's Choice Display a variety of books that you and the children have read so far. Have children vote on a book they would like to hear again today.

Helpers Reread pp. 14–15 and 22–23 of *The Lion and the Mouse*. Ask children questions relevant to the text. *How do the lion and the mouse help each other? What can they each do that the other one cannot?*



Centerize

In the Reading and Listening Center, children are encouraged to self-select books, which gives them control or ownership over their learning. The instruction provides guidance for how you can interact with children to continue to nurture the relationships.



Free Choice

Add Realize Reader: Big Books and Trade Books

Display Big Books and trade books from this and the previous theme. Explain to children that they can choose which stories they would like to explore using Realize Reader.

Let's Celebrate

In the last week of every theme, we celebrate what children have learned by providing an opportunity to demonstrate and share. The opportunity to shine has a positive impact on both the self-image of the children and on your relationships with them.

Marvelous Mel
WEEK 4 DAY 5

Let's Celebrate

25 minutes

Learning Outcomes
The child

- can communicate basic emotions/feelings.
- remains focused on engaging group activities for up to 20 minutes at a time.
- shares class-made written products.
- celebrates individual written products.
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- celebrates individual written products.
- participates in classroom music activities including singing.
- coordinates sequence of movements to perform tasks.

What You Need

- Trade Book: *Marisol McDonald Doesn't Match*
- crayons, paper
- additional paper eye color chart
- Alphabet Cards: Aa, Bb, Tt
- Exit Card: What We Like to Do Best

Outdoor Play
20 minutes

Bouncy Bouncy Review the rules for this game in which you call out a number. The person with the ball tries to make the ball bounce that number of times before the partner catches it. Have children sit when the ball bounces the correct number of times. Encourage children to count aloud as the ball bounces.

Marvelous We!

Tell children it's time to conclude this month's theme *Marvelous We!* with a "Marvelous We!" Celebration. Remind children that their family and friends will be celebrating with them today. They will share and celebrate both the individual written products and class-made written products they have created. Children will sing songs, act out classroom routines, read and retell stories they love, and display artwork that they have created. Throughout the celebration observe that children remain focused on engaging group activities for up to 20 minutes at a time.

Introductions

Invite children to celebrate some very special people with you and then name each of the children by name. Invite friends from other classes and family from home to participate.

Meet and Greet

As children and guests come together and are seated, have children share their individual written products by reciting their sentence frames *My name is _____ and I am special because _____*, or play the video you created. If some guests are willing, have them complete the sentence frame for their child/friend too. Then invite children and guests to celebrate together with applause the written products the class has made and shared.

Self-Portrait Match

Have guests view the wall of self-portraits. Have two or three guests try to match their child or friend to the self-portrait. This may be easier to do with the drawings of the family. Also show the family pictures and ask visitors to try to match their child or friend to a picture.

Eye Roll

Show the eye color chart and have children summarize what they have learned about how many colors eyes come in. Have host children help their guests add their own eye colors to the chart too.

Friendship Circle

Have children show their guests how to join them in playing The Friendship Circle. This may necessitate having the event in an all-purpose room. If you do go to another room, have children demonstrate how to respect personal boundaries as they travel from one place to another.

Marisol and Me

Read *Marisol McDonald Doesn't Match* aloud. Have a child from the class explain what Marisol taught us about ourselves.

Draw With Me

To celebrate the *Marvelous We!* Celebration, have each child and a guest draw a self-portrait together. Add the new portraits to the other wall displays and thank the guests for a being a part of our school family.

The More We Get Together

Children are very familiar with the song from the Theme 1 Big Book *The More We Get Together*, and the message perfectly summarizes a theme that ends with a celebration of friends and family. Sing the song to wrap up the celebration. Invite guests to return again soon, and then have children lead guests in singing the song again as they depart.

Let's Reflect

Lead children in saying the following rhyme to end the celebration:

Our celebration is at last done.
We and our guests had lots of fun,
And we know for sure at the end of the day,
We are all marvelous in every way.

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3 Interact with Children

It's important to interact with children to build those relationships. And if you can have a little fun along the way—even better. Sing songs, play games, do crazy things. Laughter and playfulness are key to building healthy, positive relationships.

In *Three Cheers for Pre-K* —

Welcome to Today

Songs are woven into the daily instruction, often. Every day in *Welcome to Today*, you can sing the *Sing, Rhyme, and Shout* song with children. These playful songs—sung to well-known, well-loved tunes—give you an opportunity to be silly and playful with children.

Transitions

Songs, chants, and fingerplays for transitions are also woven into the daily instruction. This is another opportunity to be silly and playful with children, while still engaging them in meaningful learning.



Learn and Play

Daily instruction in Learn and Play offers two ideas for games. These games foster for positive interactions with children in a playful, meaningful, and sometimes silly way.

Let's Move

Grandma's Tiny School Tell children they are going to reenact the story *Grandma's Tiny House*, but instead they will be Grandma's children in the tiny classroom.

- Say: *One little child stands next to me, with one. . . crayon!* Guide one child to stand next to you and hold a crayon. Chorally count the number of crayons.
- Say: *Two little children stand next to me, with two. . . paint brushes!* Guide two different children to find paint brushes and come stand next to you. The other children chorally count.
- Continue with other numbers and items, making sure all children get a chance to participate.

