



Universal PreK (UPK) Café

April 16, 2020 – Issue 24

Dear Friends,

The AOE's early education team hopes that you and your families are doing well during this extraordinary time. As always, our priority is to support Vermont's young children and families, communities, school district staff, and early childhood educators and early childhood special educators.

We hope that the educational articles, family resources, activities, VELs and so much more have been helpful and support your daily practice. The UPK Café will continue to appear in your email in-box once a week through the end of the school year!

Thank you for the amazing work you are doing each and every day.

As we move forward in the **Continuity of Learning (COL)**, parents, families, and caregivers can play a valuable role in establishing routines. The [AOE Maintenance of Learning for Families and Guardians](#) document continues to provide many resources including ideas to engage children, design a home learning environment and internet access opportunities for families during this unique time.

RESOURCES for Early Childhood Educators and Early Childhood Special Educators

- **National Center for Pyramid Model Innovations (NCPMI) Webinar:**

[Providing Distance Family Support: What do I say? How can I help? A Conversation with NCPMI Faculty](#)

Bring your questions and challenges related to assisting families to this conversation with NCPMI faculty as they share ideas on checking in with families, how to respond to difficult questions, and resources. (Live webinar 4/17 @ 3pm EST – click link to register or visit NCPMI at your convenience to view the recording of the webinar after 4/19).

- **National Association for the Education for Young Children (NAEYC): Teaching Young Children**

[Play, Child Development, and Relationships: A Preschool Teacher in China Shares Her Virtual Teaching Experience](#)

Amy Silverman is a preschool teacher and team leader at the American International School Guangzhou, in Guangzhou, China. In this article, she describes how she planned a combination of virtual and hands-on learning opportunities for the children in her program, considering what she could do to support all areas of children's development and learning under a set of very difficult circumstances.

- [Teaching Strategies: Classroom Connect](#)

Here you can find content, encouragement, information and tips that you can use to customize your support and extend learning at home. Teaching Strategies will be updating and evolving the content in this toolkit regularly.

RESOURCES for FAMILIES

- [How to Coach Kids Through Big Emotions](#)

PBS for Parents share how parents and caregivers can learn how to use coaching as a tool to help children become more self-aware, understanding their own feelings and how emotions impact their choices.

- [Essentials for Parenting Toddlers and Preschoolers: Creating Structure and Rules](#)

The Centers for Disease Control and Prevention (CDC) provides resources for families to help build a safe, stable, and nurturing relationship with their child.

- [National Center for Pyramid Model Innovations: Helping Children and Families Cope](#)

This infographic can be used to support families in helping young children cope with the challenges that might occur during stressful emergency or disaster situations.

- Vermont Public Broadcasting System (PBS) and the Agency of Education (AOE) are partnering to support continuity of learning for our students and school communities. This partnership provides access to free educational programming through [Vermont PBS At-Home Learning](#).

VERMONT EARLY LEARNING STANDARDS (VELS)

Developing Self

Domain: Social and Emotional Learning and Development

Element 1: Emotion and Self-Regulation

Goal 1: Children express a range of emotions, and regulate their emotional and social responses

Developing Self Activities (from VELS Family Calendar):

- Ask your child, “How do you feel when...” and have your child respond by only making facial expressions to share how they would feel in that situation. Or, you can make a face, and see if your child can figure out how you are feeling.
- Cut out pictures of people showing different emotions from magazines. Help your child glue them on a piece of paper. Talk with your child about the different emotions they see. You can also ask, “How do you feel today?” and have them point to the picture.

- Choose a variety of colors from your crayons and markers. Ask your child to tell you which colors make them happy, sad, restful or excited. Color different pieces of paper or cardstock using just one color and use them to help your child identify how they are feeling.

Books to read with your child:

- *My Many Colored Days* by Dr. Seuss
- *Today I Feel Silly and Other Moods* by Jamie Lee Curtis
- *When Sophie Gets Angry - Really, Really Angry...* by Molly Bang

Again, thank you for all the work that you do. If you have found any helpful resources that you would like to share or resources you would like to see, please let us know! If you have received this issue from a coworker and would like to be placed on the UPK Café listserv, please email Leslie at leslie.freedman@vermont.gov.

Be well and stay healthy!

Leslie

Helpful Links:

- [COVID-19 Guidance for Vermont Schools](#)
- [COVID-19 Information from the Vermont Department of Health](#)
- [COVID-19 Information from the Agency of Human Services/ Department of Children and Families](#)