

Mtn. View  
presents

# The Pre-K

# Scribbler



October Issue

## Our Class Commitments

Aligning our classroom rules with the school wide PBIS rules, we will have three Classroom Commitments. The commitments are to be Respectful, Responsible, and Safe at school. As a group, the children are continuing to assist with defining what it means within our classroom to be safe and to show respect and responsibility. I have and will continue to read a variety of books with them to educate them on the meaning of the terms and to help them understand the importance.

Beneath the major “rules”, we have collaboratively determined ways in which those rules could be modeled while at school. Explanation for the two commitments we have completed thus far reads like this:

\*I will be **SAFE** at school. I will —use helping hands and gentle touches, use walking feet inside the classroom, and wash my hands to keep them clean.

\*I will be **RESPECTFUL** at school. I will be respectful to— others by using a small, quiet voice when inside, listening to my teachers and classmates, and using polite and kind words and myself by always trying my hardest to help my brain grow.

Next week, we will begin talking more about responsibility. The discussion will include the implementation of classroom jobs and the daily role that the children will play in caring for our classroom environment. The commitment for responsibility will likely look very similar to this:

\*I will be **RESPONSIBLE** at school. I will —take care of myself and help take care of the classroom and use toys appropriately and put them away.

When visiting the classroom, you will find that the Class Commitments posters are displayed beside the SmartBoard at the group time carpet. You will see that each child has stamped his/her thumb print on the poster. The thumb prints represent their understanding of the rules and their “commitment” to follow them. Please also discuss these with your child at home. By using the terminology of being responsible, safe, and respectful as you positively recognize and acknowledge your child’s behaviors at home, you will establish consistence between home and school and help to build your child’s vocabulary.

## Teaching Emotional Literacy and Emotional Regulation

Beginning within the next couple of weeks, I will begin talking more with the children about emotions. More specifically, I will focus on teaching them about various feelings and how to appropriately manage those feelings. I will do many activities with them, including book readings, scripted story cards, puppets, and games, to help them learn to properly identify emotions in themselves and others and how to regulate those emotions independently or to seek help from a teacher when necessary. I will incorporate the teaching approaches of CSEFEL (The Center for Social and Emotional Foundations for Early Learning) and Second Step to teach these concepts. The children will pick up on the concepts quickly and easily as reminders and examples will be reinforced during their experiences and social interactions with others in the classroom. Each time that I introduce new information about a particular emotion or coping strategy, I will send home a parent information newsletter to help you have a better understanding of what I am sharing with the children in class. These handouts will assist you with knowing how you can reinforce these skills at home. As the school year progresses, I will continue to do social-emotional lessons with the children. The later topics that we will cover will include problem-solving strategies and friendship skills.

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Mrs. Darnell

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## Important Dates to Remember:

- **October 1st-**  
*Happy 5th Birthday, Jackson!*
- **October 6th-**  
*Happy 5th Birthday, Allieanna!*
- **October 11th-**  
*National Bring Your Teddy Bear to School Day*
- **October 18th-**  
*October Book Order Due*
- **October 19th- 20th-**  
*No School*
- **October 24th-**  
*Happy 5th Birthday, Keelyn!*
- **October 31st-**  
*Happy Halloween!!*