



# Early Learning Social-Emotional

Check out the  
**Indiana Early Learning  
Foundations Guidance**  
for guidance on how  
educators support learning  
across the Foundations:  
[doe.in.gov/earlylearning](https://doe.in.gov/earlylearning)

The Indiana Department of Education is dedicated to informing and educating families about your child's education since you are your child's first and most important teacher. This guide provides an overview of the importance of Social-Emotional Learning as well as providing suggestions of what you can do at home to support your child's development.

## The Importance of Social-Emotional Learning for Young Children

Indiana's Early Learning Foundations include concepts for children's development and address skills and abilities that children are to achieve from birth to age five. These foundations are also aligned to Indiana's K-12 Academic Standards.

Developing social-emotional skills in young children is absolutely critical. Success in the core social-emotional skills of self-regulation and positive social behaviors, along with nurturing and satisfying relationships, leads children to a positive sense of self.

### Foundational Skills Include:

#### Sense of Self

- » Self-awareness and confidence
- » Identification and expression of emotions

#### Self-regulation (or self-control)

#### Conflict Resolution

#### Building and Maintaining Relationships

### Additional Resources

- [Indiana's PK-2 Social-Emotional Learning Competencies](#) - IDOE released Social-Emotional Learning Competencies for PK- Grade 12 in January of 2019. While these are intended for educators, families may find them helpful to understand the skills at higher grades.
- [Center on the Social and Emotional Foundations for Early Learning](#) - This site has articles and resources for families in addition to parent training modules.
- [Social-Emotional Book List](#) - Ideas for books about a variety of topics can be found here.

For more tips and resources, see the [Early Learning Online Resources Page!](#)

Turn over for strategies to use at home »»



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### How You Can Help at Home:

#### **Sense of Self**

- » Make materials available to your child, and let them lead or direct activities to support their independence and creativity.
- » Have conversations with your child about emotions and appropriate ways of expressing their emotions (Example: “What does it look like to be angry? When I’m angry, I try to take deep breaths until I feel calm.”).

#### **Self-Regulation**

- » Create consistent (but flexible) routines for your child, particularly in times of big life changes and uncertainty.
- » Prepare children for the next activity (Example: “In five minutes, we will have dinner.”).
- » Identify emotions with words and help your child to associate words with their emotions consistently (Example: “I see you are crying. Are you are sad?”)
- » Provide a calming space if possible and model using self-soothing tools and techniques (Examples: fidgets, breathing exercises, etc.).

#### **Conflict Resolution**

- » Read books and social stories with your child which talk about conflict resolution.
- » Point out and praise examples of conflict resolution as conflicts arise.

#### **Building and Maintaining Relationships**

- » Talk to your child about what it means to be a friend and maintaining their friendships (Example: When your child is missing one of their friends, consider ways to reach out to them such as phone, mail, or virtually!).
- » Model positive, healthy relationships with other adults and children (Example: Making eye contact and using active listening skills when talking to others).

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# Early Learning Approaches to Play and Learning

Check out the **Indiana Early Learning Foundations Guidance** for guidance on how educators support learning across the Foundations: [doe.in.gov/earlylearning](http://doe.in.gov/earlylearning)

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## The Importance of Approaches to Play and Learning for Young Children

Indiana's Early Learning Foundations include concepts for children's development and address skills and abilities that children are to achieve from birth to age five. These foundations are also aligned to Indiana's K-12 Academic Standards.

Approaches to Play and Learning addresses the development of executive functions, such as initiative, persistence, and flexible thinking. Adults foster the development of executive function skills through providing opportunities for engaging play experiences. In-depth play experiences develop and strengthen the child's ability to make choices ultimately leading to independent decision making in other areas of life.

### Foundational Skills Include:

#### Initiative and Exploration

- » Initiative and self-direction
- » Interest and curiosity as a learner

#### Flexible Thinking Skills during Play

#### Attentiveness and Persistence

#### Social Interactions during Play

### Additional Resources

[National Association for the Education of Young Children \(NAEYC\)](#)

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## Early Learning Approaches to Play and Learning

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### How You Can Help at Home:

#### Initiative and Exploration

- Be flexible with plans, provide time for children to explore their interests, and provide choices when possible.
- Look for new learning opportunities and experiences (Example: Pick books on particular topics to learn more).
- Provide the opportunity for your child to do tasks themselves (Example: Putting on clothes, dusting furniture), and provide praise even if it isn't done the "right way".
- Observe, ask questions, and support your child in their exploration at home (Example: "I see that you're interested in dinosaurs. Do you want to learn more about that?" If the child responds yes, consider seeking out more information using available resources).
- Be curious with your child (Example: Child: "Why don't penguins need a coat? It's so cold!" Parent: "Why do you think they don't wear coats?" After giving your child time to respond, ask, "Do you want to look up how penguins stay warm?").

#### Flexible Thinking

- Support your child in using materials in different ways (Example: Using a T.V. remote control as a car).
- Point out flexible language (Example: A bat is an animal and a tool used in a baseball game).
- Model flexible thinking in everyday opportunities (Examples: Using substitute ingredients in a recipe while cooking or making new rules for a game).

#### Attentiveness and Persistence

- Play interactive games with your child (Example: Find games where children can develop coping skills for experiencing wins and losses).
- Read to your child (Example: Continue a book that you weren't able to finish in one sitting).
- Create appropriate and safe responsibilities for your child (Example: Taking dishes to the sink, cleaning up toys, etc.).
- Give specific praises on a child's process and effort even if the project doesn't turn out as expected or fails (Example: "You put a lot of time and effort into building that!").

#### Social Interactions During Play

- Model positive social interactions with other adults (Examples: Making eye contact and using active listening skills with other adults).

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# Early Learning English Language Arts

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## The Importance of English Language Arts for Young Children

Indiana's Early Learning Foundations include concepts for children's development and address skills and abilities that children are to achieve from birth to age five. These foundations are also aligned to Indiana's K-12 Academic Standards.

While children do have the predisposition to learn languages, this does not happen without external intervention and support. Adults play a vital and irreplaceable role in a young child's speech development and literacy knowledge. Frequent interactions with others, as well as providing opportunities to use (and witness the use of) written language in daily life, enable children to become competent readers, writers, speakers, and listeners.

### Foundational Skills Include:

#### Communication Process

- » Speaking and listening
- » Engage in conversations

#### Early Reading

- » Alphabet awareness
- » Sounds and words
- » Awareness and understanding of concepts of print
- » Comprehension

#### Early Writing

- » Mechanics of writing
- » Communicate a story

### Additional Resources

[The National Association for the Education of Young Children \(NAEYC\)](#)

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## How You Can Help at Home:

### Communication Process

- Talk about your day and share your thoughts. Then, ask your child about their day!
- Play listening games with children (Examples: I Spy, Simon Says).
- Use descriptive language (Example: instead of “big” use the word “gigantic”).
- Model communication skills while playing (Example: Talk/ask questions about what their trucks are doing).
- Repeat incorrect phrases correctly (Example: Child says, “We goed outside today!” and you respond, “Yes! We went outside today.”).
- Have conversations often with your child and use rich vocabulary while making eye contact and listening actively.
- Ask your child questions that require more than a yes/no response (Example: “What was your favorite thing to do at the park?”).
- Consider using informal times to talk to your child (Examples: Meal times, bath time, etc.).

### Early Reading

- Read a variety of books with your child.
- Use your child’s stuffed animals or sock puppets to demonstrate conversations and to retell stories.
- Make letters out of available objects (Examples: Playdough, string, or sticks).
- Point out print to your children during their regular routines (Example: “Can you find a sign with the first letter in your name?”) or go on a letter hunt with your child.
- Play a rhyming game (Example: “What words sound alike . . . cat, bat or cat, pop?”).
- Clap out syllables of your child’s name (Example: Han-nah = clap, clap), as well as other familiar names and objects.
- Have conversations with your child about what you are reading and why (Example: “I am reading the directions on this box to learn how to make this recipe.”).

### Early Writing

- Create books using paper stapled together with your child. Write stories about your family, toys, etc.
- Provide opportunities for your child to work with various materials to scribble, draw and create (Examples: playdough, sand, dirt, or rice).
- Incorporate writing in play (Examples: Write out food order when playing restaurant or make a grocery list when playing grocery store).
- After reading a story, ask your child to tell or draw their favorite part of the story.

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# Early Learning Mathematics

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## The Importance of Mathematics for Young Children

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Mathematics helps children survey their environment and start to form a sense of order. This beginning sense of order is of primary importance in constructing a solid foundation for future success. Children's mathematical development is nourished by everyday play activities and exploration of the world around them. Adults can support the development of mathematics by incorporating math into everyday activities.

## Foundational Skills Include:

### Numeracy

- » Counting
- » Understanding of written numerals
- » Number relations

### Computation and Algebraic Thinking

- » Mathematical structure
- » Patterning

### Analysis and Classifying

### Geometry

- » Spatial relationships
- » Identify, describe, analyze, compare and create shapes

### Measurement

- » Concepts of time
- » General measurement

## Additional Resources

[National Association for the Education of Young Children \(NAEYC\)](#)

For more tips and resources, see the [Early Learning Online Resources Page!](#)

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## How You Can Help at Home:

### Numeracy

- Play games and sing songs that include counting, estimating, understanding patterns, and numbers (Example: Sing songs that include clapping various patterns).
- Have children estimate how many are in a particular group of objects then count them together (Example: "How many socks are in this basket?" Then, count individual socks while folding them.).
- Count steps to a certain location.
- Use cooking, baking, and meal time as opportunities to talk about numbers (Example: Have your child set the table, counting while placing the items or do it alongside them.).
- Provide opportunities for your child to explore writing numerals by tracing, painting, or creating numerals with different objects.
- Have your child distribute cookies or toys to family members, with each person getting an equal number.

### Computation and Algebraic Thinking

- Help your child think about objects as a permanent set. (Example: Put a specific number of objects in a row, and then change the arrangement. Then ask, "Are there more or less?").
- Notice, point out, and create patterns in your home and in everyday activities (Example: Create a pattern with crackers and pretzels at snack time. Then, your child can recreate the pattern or create their own.).

### Geometry

- Create an obstacle course using chairs, tables, pillows and anything else you have. Use words such as "over," "under," "through", and "around" to explain the route.
- Point out similarities and differences between 2D and 3D shapes (Examples: Circles and balls, squares and blocks).
- Use bath time as time to explore volume by filling and emptying cups with water.

### Measurement

- Use words to indicate time like yesterday, today, and tomorrow when talking with your child.
- Show your child and involve them in measuring things on a daily basis (Example: Cook with your child and talk specifically about measurements according to recipes).
- Measure things around your home with different units of measurement (Example: Stack cups to see how tall something is).

**For more tips and resources, see the Early Learning Online Resources Page!**





# Early Learning Science

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## The Importance of Science for Young Children

Indiana's Early Learning Foundations include concepts for children's development and address skills and abilities that children are to achieve from birth to age five. These foundations are also aligned to Indiana's K-12 Academic Standards.

Infants and young children are natural scientists. Guidance and structure expands their curiosity and activities into something more scientific –to practice science. The goal is to help children understand the natural world through a process known as scientific inquiry. As children investigate, they acquire knowledge that explains the world around them, for instance, why snow or ice melts. Scientific knowledge helps us predict what might happen, helps us solve problems, and creates expanded technologies to serve our needs.

## Foundational Skills Include:

### Physical Science

- » Exploring physical objects
- » Properties of objects

### Earth and Space Science

- » Characteristics of Earth and sky
- » Seasons and weather

### Life Science

- » Awareness of life

### Engineering

### Scientific Curiosity and Method

## Additional Resources

[The National Association for the Education of Young Children \(NAEYC\)](#)

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# Early Learning Science

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## How You Can Help at Home:

### Physical Science

- Ask questions about objects (Example: “Are the clothes wet or dry? We put them in the dryer so they will be dry.”).
- Narrate daily experiences and tasks using consistent language (Example: Using bath time as an opportunity to dump and fill).
- Provide time for children to investigate and explore, and ask questions (Example: “What do you think will happen if...”).
- Experiment with cause and effect. Make a prediction then test it! (Example: Sink vs. float in the kitchen sink).
- Melt ice and discuss what happens.
- Sort laundry by color or who it belongs to.
- Play a guessing game with unique items in your house (Examples: "How do we use this?" or "What else could it be used for?").

### Earth and Space Science

- Look at the night sky with your child, discuss and write down observations through drawing (Example: Observe changes in moon over the week).
- Discuss and try tracing shadows of certain objects during daily activities. Come back later in the day to the same spot and retrace. Talk about the difference in the tracings.
- Notice the weather, then talk about how it feels and sounds. Talk about the differences from day to day and season to season.

### Life Science

- Observe wildlife in your neighborhood or around your home.
- Plant and care for flowers or vegetables in gardens or windowsill containers if possible.

### Engineering

- Take opportunities to assemble things together (Example: Toys, furniture, etc.).
- Build structures using household items (Examples: cardboard, sticks, packing materials, blankets, or sheets).
- Create and test different types of ramps with different household objects.

### Scientific Inquiry and Method

- Celebrate effort in creative thinking and trying new things - even if they don't work as planned!
- Ask questions, explore options, and learn together. You don't always need to know the “right” answer, but work with your child to find more information (Example: Research the correct answer on the internet together with your child).

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# Early Learning Social Studies

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## The Importance of Social Studies for Young Children

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For young children, social studies takes into account self-development, appropriate practices, citizenship, democratic principles, and key understandings of the social sciences: history, geography, government, and economics. These concepts are built around the child's personal experiences and understanding of the relationship between self and others.

## Foundational Skills Include:

### Development of Self

#### History and Events

- » Chronological thinking
- » Historical knowledge
- » Foundations and functions of government

### Economics

#### Geography

- » Awareness of the world in spatial terms
- » Places and regions
- » Environment and society

### Citizenship

## Additional Resources

[National Association for the Education of Young Children \(NAEYC\)](#)

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## How You Can Help at Home:

### **Sense of Self**

- › Talk about events and holidays special to you and your family.

### **History and Events**

- › Talk about your day (Example: "First, we woke up, and next, we ate breakfast.").
- › Follow a consistent yet flexible routine at home (Example: "First, we will eat dinner and then take a bath").
- › Prepare children for the next activity (Example: "In five minutes, we will have dinner.").
- › Read books together and discuss what happened first in the story, what happened next etc.
- › Share photos of you or your child when you/they were younger and discuss how you've changed.
- › Discuss past, present, and future events (Example: "Remember last week when we dug out your winter coat? That's because it was really cold outside!").
- › Use daily opportunities to point out community helpers (Example: When a fire truck passes, you can say, "Oh! The firefighters must be going to help someone!").
- › Point out and discuss community and cultural symbols (Examples: logos, street signs, etc.).
- › Have a family "vote" (Example: "Today, we can have tacos or spaghetti for dinner. Who would like tacos?").

### **Geography**

- › Use simple location terms (Examples: Here/there, over/under, left/right, etc.).
- › Look at maps and encourage your child to create simple maps of places they know.
- › Talk about landmarks and geographical characteristics within the community (Examples: Statues, buildings, parks, rivers, etc.).
- › Talk to your child about your neighborhood and the people and animals they see (Example: When you seeing a neighbor with their dog, discuss safe interactions with animals).

### **Economics**

- › Discuss what work, chores, or tasks happen at home and who is responsible for them.
- › Talk about how much items might cost at the store (Example: "Bananas costs 19 cents!").

### **Citizenship**

- › Work as a family to create or talk about family rules (Example: "We take our own dishes to the sink after dinner. It makes clean-up easier and faster!").

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# Early Learning Creative Arts

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## The Importance of Creative Arts for Young Children

Indiana's Early Learning Foundations include concepts for children's development and address skills and abilities that children are to achieve from birth to age five. These foundations are also aligned to Indiana's K-12 Academic Standards.

It is recommended that adults provide art experiences that are open-ended, process-oriented, and allow children to be creative and individualized in their artwork. Adults sometimes wonder if coloring books, patterns, and pre-cut models are appropriate art experiences for young children. These art experiences are often frustrating to toddler and preschool aged children who do not have the manual dexterity or eye-hand coordination to stay within the lines, to cut along the lines, or to reproduce a picture made by an adult. Children like to draw or make things as they see them. Consider providing opportunities for children to be creative and individualized in their artwork.

### Foundational Skills Include:

Music

Dance

Visual Arts

- » Visual art process and production
- » Art appreciation

Dramatic Play

### Additional Resources

[The National Association for the Education of Young Children](#)

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## How you can help at home:

### Music

- Create musical instruments using different materials (Example: Using pots and pans as drums).
- Sing familiar songs and chants.
- Play music that encourages movement and expression (Examples: Music from various cultures, freeze dance, etc.) and dance with your children (Example: Sway/twirl with younger children).

### Dance

- Provide time, music, and materials for your child to move both indoors and outdoors when possible (Example: Use paper plates, scarves, ribbon, etc.).
- Seek opportunities to promote body and spatial awareness (Example: Use terms like up/down, low/high, fast/slow, etc.).

### Visual Art

- Provide safe art materials (for indoor and outdoor use) that focus on the art process rather than an expected product.
- Consider using household materials to create art (Examples: Recyclable materials, kitchen utensils, shaving cream, etc.). This could include building structures and create collages with various 2D (magazines, ads) and 3D (bottle caps, empty toilet paper rolls, etc.) materials.
- Produce temporary art with your child (Example: Use a stick to draw in the mud or sand, paint with water on outdoor surfaces, etc.).
- Encourage your child to use art (music, dance, visual art and pretend play) to process emotions and life experiences (Example: Drawing to process the arrival of a new sibling, moving to a new house, family separation, social distancing, etc.).
- Ask your child questions about what they have created.
- Point out colors, shapes, and symmetry indoors and outdoors (Example: Acknowledging leaves turning colors during the fall).

### Dramatic Play

- Play alongside your child, following their lead as pretend play unfolds.
- Take cues from your child during pretend play and expand on topics (Example: Family member asks to write down the recipe of a child pretending to make spaghetti).
- Provide space and time for your child to play and encourage them to use different materials (Examples: Boxes, scarves, etc.).

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# Early Learning Physical Health & Growth

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## The Importance of Physical Health and Growth for Young Children

Indiana's Early Learning Foundations include concepts for children's development and address skills and abilities that children are to achieve from birth to age five. These foundations are also aligned to Indiana's K-12 Academic Standards.

Early childhood is the time for a child to begin the development of an active, healthy lifestyle. Children learn through active movement. The development of skills, knowledge, and attitudes that leads to such a lifestyle must be taught and should begin early in order to ensure a lifetime of good health. Young children need space, common materials, and opportunities for practice.

### Foundational Skills Include:

#### Health and Wellbeing

- » Health and safety practices
- » Nutrition awareness

#### Senses

- » How the five senses support processing information
- » Body awareness

#### Motor Skills

- » Fine and gross motor skills
- » Oral motor skills

#### Personal Care

- » Increased independence in personal care routines

### Additional Resources

[The National Association for the Education of Young Children](#)

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## How You Can Help at Home:

### Health and Wellbeing

- Promote hygiene at home (Examples: “Let’s brush our teeth before bed!” or “Let’s wash our hands before dinner!”).
- Prompt and praise handwashing and other hygiene activities (Example: Coughing into their elbow).
- Promote physical health and wellness by incorporating physical activity into daily routines and schedules (Example: going for a family walk after dinner).
- Encourage your child to identify symptoms of illness and wellness (Example: “Show me what is hurting.”)
- Create a family emergency exit plan for your home and practice those plans (Example: Discussing and practicing evacuation routes and a meeting place for your family in the event of an emergency).
- Create a family safety procedure for severe weather and practice those plans.

### Senses

- Think about ways to support sensory development at home (Examples: Use bath time as an opportunity for exploring water and bubbles or cooking together as a time to explore the smells and textures of different foods).
- Take time to discover outdoor areas in all seasons (Example: Go for a family walk and discuss how flowers smell, feel, etc.).
- Think about everyday opportunities for your children to use their senses (Example: taste testing foods and asking “What does this feel/smell/taste like? What does it sound like when you bite into it?”).

### Motor Skills

- Find ways to be active during everyday events (Example: Encouraging your child to stand or hop on one foot while waiting to cross the street).
- Find ways to use physical activity as quality time together (Examples: Exploring nature, cleaning the house, etc.).
- Create active environments or go outside (Examples: Move furniture to promote play or create an obstacle course inside).
- Think of indoor and outdoor activities that encourage specific physical movements (Examples: Hokey Pokey, tossing games, dancing, marching, etc.).

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# Early Learning Online Resources

Check out the **Indiana Early Learning Foundations Guidance** for guidance how educators support learning across the Foundations: [doe.in.gov/earlylearning](https://doe.in.gov/earlylearning)

## Additional Online Resources for Families

» **IDOE's Kindergarten Readiness for Families:**

- Kindergarten Readiness: [English](#) | [Spanish](#)
- Kindergarten Literacy Readiness: [English](#) | [Spanish](#)
- Kindergarten Mathematics Readiness: [English](#) | [Spanish](#)

» **Brighter Futures Indiana** is a resource to support families in understanding and enhancing a child's learning at home and while in care. This can be shared with families for more strategies on how you can support your child's development at home. [On Facebook](#).

» The **CDC's "Learn the Signs. Act Early." (LTSAE)** has FREE research-based, family-friendly resources on child development and developmental milestones. This includes a Milestone Tracker App that provides activities and support for families! [Act Early Indiana](#).

» The **WFYI Bright By Text Service** is for parents and adults who care for young children, newborn through age 5. When you register for the service using your child's birthdate, direct text messages will provide developmentally appropriate information, activities, and more from trusted national and local resources.

» **Vroom** has activities to support your child's brain development from birth-5.

» **Your local library** can be a great resource for early education programs and librarians can help provide and make book recommendations! Find your local library using the [Indiana State Library Public Library Directory](#). Even if your local library is closed, check to see if they provide access to online resources (Example: Libby, Hoopla, etc.).

» **Storyline Online** - The SAG-AFTRA Foundation has an Online Library of Read Alouds by various actors and actresses.

» Search online for videos to do yoga or take online field trips to places like museums and zoos!