

A PLAYGROUND OF EMOTIONS!

Here's what the Pre-K student should be developmentally and academically ready to do after the book, the game and the activities:

- The child can recognize the name of feelings.
- The child can associate colors with emotions.
- The child knows words that describe emotions.
- The child recognizes the letters of the words of emotions.
- The child can associate emotions with different playground moments.
- The child can use some strategies of the educational activities to calm down.
- The child can pretend and fantasize more creatively about his own emotions.
- The child can understand the concept of rhyming.
- The child can hold the book and mimic reading.
- The child can illustrate a picture and orally tell the story.
- The child can engage in age-appropriate conversation about the book.

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***Based on Collaborative for Academic, Social and Emotional Learning (CASEL) Framework.**

LET'S EAT WITH COLORS!

Here's what the Pre-K student should be developmentally and academically ready to do after the book, the game and the activities:

- The child knows words that describe good eating habits.
- The child can recognize and identify fruit and veggies.
- The child recognizes common fruit and veggies in the pictures.
- The child identifies and names basic colors.
- The child can complete a color pattern.
- The child develops fine motor skills: cut, paste, draw lines and hold a pencil correctly.
- The child understands the concept of counting and understands that numbers represent quantity.
- The child can match shapes.
- The child remembers part of the story.
- The child can engage in age-appropriate conversation about the book.
- The child can understand the concept of rhyming.
- The child can hold the book and mimic reading.

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MY RAINBOW

Here's what the Pre-K student should be developmentally and academically ready to do after the book and the activities:

- The child can pretend and fantasize more creatively.
- The child can understand some abstract concepts (such as love, happiness or friendship) from concrete and illustrated situations.
- The child identifies and names basic colors.
- The child can complete a color pattern.
- The child can come up with names for the characters.
- The child can write sight words.
- The child develops fine motor skills: use scissors, trace lines and hold a pencil correctly.
- The child can understand the concept of rhyming.
- The child remembers part of the story.
- The child can engage in age-appropriate conversation about the book.
- The child can hold the book and mimic reading.

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COLORFUL FRIENDS!

Here's what the Pre-K student should be developmentally and academically ready to do after the book and the activities:

- The child knows vocabulary about diversity.
- The child can identify basic shapes.
- The child can match shapes.
- The child recognizes and identifies common objects.
- The child can identify objects by shape and color.
- The child develops fine motor skills: draws and traces lines.
- The child can complete a pattern.
- The child can recognize some letters.
- The child can complete words.
- The child can understand the concept of rhyming.
- The child can engage in age-appropriate conversation about the book.
- The child remembers part of the story.
- The child can hold the book and mimic reading.

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