



# ARRIVAL

**Description:** At this time of the day, children are arriving from the bus, and/or parents are dropping off children. There are greetings, children are hanging up coats and backpacks, and entering the classroom.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Hi {Child's Name}, it's so good to see you today!

{Child's Name}, you put your backpack away!

{Child's Name}, I love what you are wearing today!

Wow {Child's Name}, you came into the classroom so nicely and quietly today!

Wow {Child's Name}, look what you've already made/built/done/drawn!

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, do you want to hang up your coat or take off your backpack first?

{Child's Name}, would you like to play in the (\_\_\_\_) area or the (\_\_\_\_) area?

{Child's Name}, who would you like to play with, (child A) or (child B)?

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

Wow {Child's Name}, you look very grouchy this morning.

Hi {Child's Name}, you look excited to be at school today.

{Child's Name}, you put your coat and backpack away all by yourself, you must feel very proud.

{Child's Name}, you and (child) look like you're having lots of fun playing together!





# BRUSHING TEETH

**Description:** Tooth brushing is an activity that occurs in many childcare centers. The tooth brushing routine includes transitioning to the tooth brushing area and the act of brushing teeth.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Wow *{Child's Name}* you've opened your mouth really wide!

.....  
*{Child's Name}* you're remembering to brush all your teeth.

.....  
That's it *{Child's Name}*, you're done!

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

*{Child's Name}*, who do you want to invite to brush your teeth with you, (child A) or (child B)?

.....  
*{Child's Name}*, do you want to brush your top teeth first or your bottom teeth?

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

*{Child's Name}*, watching you brush your teeth by yourself makes me very happy.

.....  
*{Child's Name}*, I know brushing your teeth makes you mad but we are almost done.





# LARGE GROUP

**Description:** During these activities, children are gathered together in a large group, perhaps sitting on a carpet in a circle area. Children are expected to follow directions, participate, and attend to the teacher.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Awesome {Child's Name}, you came right to circle and sat down!

Wow {Child's Name}! You did so well singing that song!

Very cool {Child's Name}, you are listening to {Teacher's Name}!

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, do you want to sit on the green square or the blue square?

Hey {Child's Name}, come up here and choose a song for us to sing.

{Child's Name}, you have been such a good listener, would you like to sing one more song or go right to free play?

For our motor action, we can choose to hop or clap our hands. {Child's Name}, which one would you like to do?

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

{Child's Name}, I'll bet you feel proud, you came to circle all by yourself and sat right down.

In this story, Susan looks very surprised. {Child's Name}, show me how you look when you are surprised.

{Child's Name} you must be thrilled, you knew all the words to that song.

{Child's Name} you look very happy sitting next to (child).





# TRANSITIONS

**Description:** Transitions can occur within the classroom or between the classroom and another setting (outside). One scheduled activity is ending and children are finishing up (cleaning up) and moving on to the next scheduled activity.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Wow {Child's Name}, you've started cleaning up already!

Alright! {Child's Name} and (child) are working together to clean up.

Great {Child's Name}, you're using your walking feet to come over to (area).

{Child's Name}, I love the way you came over to (area) and are ready to start.

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, do you want to clean up in the (\_\_\_\_) area or the (\_\_\_\_) area?

{Child's Name}, who do you want to clean up with, (child A) or (child B)?

{Child's Name}, do you want to walk to (area) by yourself or with (child)?

{Child's Name}, I see a blue carpet square and a green carpet square, which one do you want to sit on?

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

Wow {Child's Name}, you cleaned it all up, I'm feeling so proud of you.

{Child's Name}, you look disappointed that play time is over.

{Child's Name}, I'm thrilled you are using your walking feet.

{Child's Name}, you and (child) look excited to come to circle.





# FREE PLAY / CENTERS

**Description:** Centers (play areas) such as housekeeping or dramatic play area, block area, art and manipulative areas, writing area and large motor areas are available for children to choose to play in, and move about the room freely.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

*{Child's Name}*, you are playing in (area), wonderful!

Great *{Child's Name}*, you have picked the (area) to play in today!

*{Child's Name}* and (child b) are building together in the blocks!

*{Child's Name}*, look at what you made with (child A), that is super!

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

*{Child's Name}*, would you like to play in housekeeping or in the art area today?

*{Child's Name}*, the large motor area or the puzzles are open for you to play in, which one will you pick.

LOOK *{Child's Name}*, we can read the "brown bear" book or the "five little monkeys" book, what should we pick.

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

I can see that *{Child's Name}* is not happy that the block area is full, I am disappointed too.

Look at you *{Child's Name}*, you are being so patient waiting for your turn in large motor.

*{Child's Name}*, you look so excited that you get to play in writing center.







# SNACK / MEALS

**Description:** During snack and meals children transition to the table, pass and receive food items, request food items and engage in some self help skills like learning to pour juice, use a cup or eat with utensils.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Great Job, {Child's Name} you poured your own juice!

Excellent, {Child's Name} you opened your snack by yourself!

Amazing, {Child's Name}, you finished your breakfast!

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

Thanks for coming over to snack {Child's Name}, would you like to sit next to (child A) or (child B)?

OK {Child's Name}, do you want to pass out the napkins or the cups?

{Child's Name} what would you like first, crackers or juice?

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

{Child's Name}, you look pleased with today's snack.

{Child's Name}, you look upset that the cookies are all gone, I'm sad too, I love cookies.

{Child's Name}, I know using your spoon can be frustrating but you are trying really hard.





# TOILETING/DIAPER CHANGING

**Description:** Toileting and diapering can occur at various times throughout the day as a planned routine, but also as needed. During this time children transition to the bathroom, sit on the potty or have their diapers changed and wash their hands. Other self help skills like dressing can also be part of the toileting routine.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Look at you *{Child's Name}*; you're sitting on the potty!

Hurray *{Child's Name}*! You went pee pee!

*{Child's Name}*, you washed your hands all by yourself!

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

*{Child's Name}*, who do you want to come to the potty with you (child A) or (child B)?

*{Child's Name}*, do you want to use the red potty or the blue potty?

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

*{Child's Name}*, you pee peed on the potty, you must be very proud of yourself.

It's OK *{Child's Name}*, I know you're embarrassed that you had an accident, but accidents happen.





# SMALL GROUP

**Description:** Activities with 3–5 students that can include art, manipulatives, games. Activities can be teacher or child directed.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

*{Child's Name}*, I see you made a \_\_\_\_\_.

Oh *{Child's Name}*, you are sharing your toys with (child)!

Cool *{Child's Name}*, you are coloring that picture with a green marker!

Very lovely *{Child's Name}*, that is a beautiful pattern!

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

*{Child's Name}*, would you like to write your name with the red marker or the blue marker.

Look *{Child's Name}*, I have the small trucks and big trucks, which one do you want to play with.

Let's play with the blocks. *{Child's Name}*, would you like to play at the table or on the floor.

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

*{Child's Name}*, it makes me so happy that you are working so hard with your friends.

*{Child's Name}*, you look like you are really enjoying this game.

*{Child's Name}*, I can see that you are getting sad/frustrated because you are having trouble with that puzzle.

*{Child's Name}*, you look so serious when you are coloring.







# REST TIME/NAP

**Description:** Rest time is part of many early childhood center days. Children should be resting quietly on their cots or mats and may be engaged in quiet independent activities like looking at books or doing puzzles.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

*{Child's Name}, you came right over to your cot!*

*Wow {Child's Name}, you're the first to have their head down!*

*{Child's Name}, that's so nice, you helped (child) set up his cot.*

*{Child's Name}, you put all your naptime stuff away!*

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

*{Child's Name}, do you want to rest next to (child) or (child)?*

*{Child's Name}, you can take your \_\_\_\_\_ toy or your \_\_\_\_\_ toy to your cot.*

*{Child's Name}, which story shall I read for nap time, \_\_\_\_\_ or \_\_\_\_\_?*

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

*{Child's Name}, you look so happy that (child) chose to nap next to you.*

*I'm feeling so proud of each of you, everyone was so quiet during nap time.*

*{Child's Name}, you slept so soundly, you must feel really rested.*





# SPECIAL ACTIVITIES

**Description:** Special activities may involve a special guest like a story reader or music person, a trip to the library or a field trip. Children are expected to follow directions, stay with the group, be good listeners and attend to the speaker.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Spectacular *{Child's Name}*, you are walking very nicely with your buddy!

Wow *{Child's Name}*, you are looking at the music teacher and paying attention!

Fantastic *{Child's Name}*, you are keeping yourself safe on the bus.

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

Look *{Child's Name}*, there are two spaces right up front, which one do you want to sit at?

Wow *{Child's Name}*, in the instrument box there are two different shakers, which one would you like to use?

Hey *{Child's Name}*, would you like to walk with (child A) or (child B)?

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

*{Child's Name}* you are laughing, you must be enjoying this trip to the park.

*{Child's Name}* you are crying, you seem very sad to leave the zoo.

*{Child's Name}* you must be very excited to walk with your good friend (child).





# DEPARTURE

**Description:** At this time of the day children are preparing to leave the classroom; they may be gathering their personal belongings, engaging in some goodbye routine with classmates and exiting the building.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

*{Child's Name}*, it was so wonderful to see you today!

*{Child's Name}*, you shared so nicely with (child) today!

*{Child's Name}*, thank you for helping with snack today, you were a big help!

*{Child's Name}*, make sure you take your beautiful picture home!

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

*{Child's Name}*, would you help me with the table or the chairs?

*{Child's Name}*, are you going to put your hat or your coat on first?

*{Child's Name}*, would you like to walk to the bus with (child) or (child)?

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

*{Child's Name}*, you have such a big smile on your face; you must have enjoyed school today.

Wow *{Child's Name}*, you put your coat on all by yourself, you must feel so proud!

*{Child's Name}*, you and (child) look like you enjoyed playing together today.

