

March

Rachel Carson Elementary Preschool News

Room 134 –Ms. Cain and Ms. Nadia

Just a Reminder

-Rachel Carson is a Healthy School-
Please make sure your child is not bringing any Candy, Cookies, Gum, Chips, or Sugary drinks.

-Please do not allow your child to bring any toys to school.

ATTENDANCE

Again, we have been doing a great job with daily attendance!! Thank you and let's keep it going!! We understand children get sick, but if your child is going to be absent, please call our classroom prior to arrival time at 773-535-9113. Your child should bring a note excusing their absence with a specific reason upon return. I will continue to contact those with a great amount of unexcused absences.

Important Upcoming Dates

March 7 - 3-8 PARCC Begins

March 17 - BAC "Jeans" Fundraiser

March 12 - Daylight Saving Time Begins

March 20 - Spring Begins

Study (Theme)

We will start a new unit on Authors. This unit will focus on different well-known authors. We will begin this study with Dr. Seuss. We will continue working on letter and letter sound recognition. Self-regulation is an important skill for children to develop. We are also working on self-regulation.

What is self-regulation?

Self-regulation is the ability to manage your emotions and behavior in accordance with the demands of the situation. It includes being able to resist highly emotional reactions to upsetting stimuli, to calm yourself down when you get upset, to adjust to a change in expectations and to handle frustration without an outburst. It is a set of skills that enables children, as they mature, to direct their own behavior towards a goal, despite the unpredictability of the world and our own feelings. (2017 Child Mind Institute, Inc.)

Students with good self-regulation can pay attention to classroom activities and ignore distractions. Here are some activities you can do at home to help your child:

Set Limits: setting limits for your child will help them learn self-regulation, that is, how to set limits for themselves. Set clear limits and provide simple explanations.

Accountability: Picking up after themselves and being accountable for other household responsibilities.

**Attached is an article with more helpful tips on self-regulation.

Noticias de Preescolar-Marzo 2017

Salon 134 -Mrs. Caín & Ms. Nadia

Sólo un recordatorio

La escuela Carson es una escuela saludable-**Por favor asegúrese de que su hijo/a no traiga ningún tipo de dulces como: galletas, chicles o bebidas azucaradas a la escuela.**

Por favor no permita que su hijo/a traiga ningún tipo de juguetes a la escuela.

Asistencia

Nuevamente, estamos haciendo un buen trabajo asistiendo a clases diariamente. **Continuemos así !!!** Entendemos que los niños se enferman mucho, pero si su hijo/a va a estar ausente por favor recuerde llamarnos al salón (773)535-9113 y mandar una nota cuando ellos regresen dejándonos saber la razón de su ausencia. Continuare comunicándome con los padres de los estudiantes que están ausentes frecuentemente sin razones válidas.

Fechas importantes:

Marzo 7-Comienza las pruebas de PARCC-grados 3-8

Marzo 12- Día de cambiar horario-adelante su reloj una hora.

Marzo 17- Recaudación de fondos de BAC- día de usar pantalón de mezclilla si donan \$1.00

Marzo 20- Comienza la primavera!

Estudio (TEMA)

Iniciaremos una nueva unidad acerca de autores. Esta unidad se centrará en diferentes autores muy conocidos. Comenzaremos este estudio con el autor Dr. Seuss. Continuaremos trabajando en el reconocimiento de letras y letras. La autorregulación es una habilidad importante para que los niños se desarrollen. También estamos trabajando en la autorregulación.

¿Qué es la autorregulación?

La autorregulación es la capacidad de manejar sus emociones y comportamiento de acuerdo con las demandas de la situación. Incluye ser capaz de resistir las reacciones altamente emocionales a estímulos perturbadores, calmarse cuando se enoja, adaptarse a un cambio en las expectativas y manejar la frustración sin estallar. Es un conjunto de habilidades que permite a los niños, a medida que maduran, dirigir su propio comportamiento hacia un objetivo, a pesar de la imprevisibilidad del mundo y nuestros propios sentimientos. (2017 Child Mind Institute, Inc.)

Los estudiantes con una buena autorregulación pueden prestar atención a las actividades del aula e ignorar las distracciones. Estas son algunas actividades que puede hacer en casa para ayudar a su hijo:

Establecer límites: establecer límites para su hijo les ayudará a aprender la autorregulación, es decir, cómo establecer límites para ellos mismos. Establezca límites claros y proporcione explicaciones sencillas.

Rendición de cuentas: Recoger o limpiar después de que ellos terminan de jugar y dándoles responsabilidades como pequeños trabajos domésticos.

** Se adjunta un artículo con más consejos útiles sobre la autorregulación.

Developing Self-Regulation

Learn about the second core strength your child needs to be humane and protect himself from violence.

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LEARNING BENEFITS

Self Control

A newborn infant, rocking in the arms of his loving parent just after being fed, feels warm, full, calm, and safe. His needs are met — for now. But soon, his body will use up all of the food, his mother will put him down, and a sound will startle him. When this happens, he feels distress, and, unable to control himself, his only response is to cry out in the hope that a parent will come to protect and comfort him.

Again and again you respond to the needs of your child. When infants and children are incapable of meeting their own needs, they depend upon attentive adults — you — to help them regulate those needs. These loving interactions with caring parents form [attachment](#) bonds. At the same time, in these same interactions, other crucial areas of the infant's brain are being shaped — including the child's stress response systems.

Responding to Stress

The brain is continually sensing and responding to the needs of the body. Much of this regulation takes place automatically, beyond our awareness. But as we mature, our brain requires that we actively participate in our own regulation. If we thirst, we seek water; when afraid, we prepare to fight or flee. In short, we self-regulate.

When these systems develop normally, we are able to deal with complex and challenging situations with age-appropriate solutions — by adulthood these solutions should be thoughtful and creative. When a child's capacity for self-regulation does not develop normally, he will be at risk for many problems — from persistent tantrums to impulsiveness to difficulty regulating his own sleep and diet.

Understanding Your Body's Signals

Many of the sensations we feel are clear — thirst, for example. But the body tends to use a common set of sensations for different kinds of potential threats. The feelings caused by frustration are very similar to those caused by fear. A fearful child may act sullen and angry, unaware that he is actually anxious about starting in a new classroom. A hungry child may act distracted, irritable, and non-compliant,

again unaware that the internal distress he feels is hunger. Learning to tolerate this distress, correctly label the uncomfortable sensations, and develop appropriate, mature ways to respond to these signals is central to healthy development.

Learning to Wait

The capacity for self-regulation matures as we grow. The first time your baby felt hunger, he felt discomfort, then distress, and then he cried. You responded. And after many cycles of hunger, discomfort, distress, response, and satisfaction, your baby learned that this feeling of discomfort, even distress, will soon pass. You helped him build the capacity to put a moment between the impulse and the action. With this ability, he will eventually learn to take time to think, plan, and come up with an appropriate response to a challenge.

When a Child Needs Support

Many children have difficulties with self-regulation because their stress-response systems are poorly organized and hyper-reactive. This could be related to many factors, including genetic predisposition, developmental issues, or exposure to chaos and violence. Children with poor self-regulation can disrupt an entire family. They are often impulsive, difficult to soothe, hypersensitive to transitions, and tend to overreact to minor challenges. If these problems are extreme and persistent, or if the behaviors disrupt the family or classroom, a parent should consider further evaluation.

What You Can Do

Ways to help children who have not learned to self-regulate:

- **Model self-control and self-regulation in your words and actions.** These children are very sensitive to your emotional tone. In fact, they often magnify and distort your emotions. If you feel angry, anxious, or overwhelmed, walk away and calm down.
- **Keep to a structured and predictable routine.** Kids with self-regulation problems are internally unstructured. The more freedom and flexibility they have, the more likely they are to start bouncing off the walls.
- **Make the environment calmer** when you sense that your child is getting upset. Lower the lights, turn down the volume on the TV or radio, and try to engage her in quieter activities.
- **Don't try to talk to your child when he is having a "fit."** Instead, use firm, quiet actions.
- **Limit playtime with other impulsive children.** These kids tend to escalate each other's behavior.
- **Take a break** if you feel overwhelmed. Kids with poor self-control often take more energy and attention than other children. Your ability to help your child will depend upon how well your own needs are being met.
- **Don't be afraid to get help.** These problems are common and can be addressed. The earlier you develop successful strategies for helping your child, the easier life will be — for you and for your child.