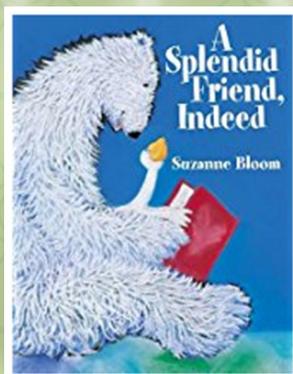


New York State

# BOOK NOOKS



## A Splendid Friend, Indeed

*A Splendid Friend, Indeed* is about a duck and a bear becoming friends. The joys of friendship are expressed in this simple and sweet story of spending time with a friend.

**Title:** A Splendid Friend, Indeed

**Author:** Suzanne Bloom

**Illustrator:** Suzanne Bloom

**Publisher:** PA: Boyds Mills Press, Inc.,

**Date published:** 2005

### Social and emotional skills infants and toddlers can learn through this book:

Children will be able to analyze what it looks like to have a friend.

### Social and emotional words this book can emphasize:

happy, excited, quiet, annoyed, grumpy, try, talk, share feelings, talking, conversation, sharing, friend.

### Activities to do while reading the book that will help promote social and emotional development:

- Discuss how the duck is friendly. Help children define the word friendly through the duck's actions: he smiles at the bear, talks to him, brings him a snack, etc. Talk about what it looks like to be someone's friend. Relate the conversation to how you see the children reading the book act as friends. You can point out times they help each other, cooperate, play together, etc.
- Based on the duck and bear's facial expressions, help children label how they might be feeling. Discuss why they might be feeling that way and what they can do to express it. "Bear has a frown on his face. Maybe he is tired and needs a moment to himself. That is okay, he could tell the duck he needs to be alone for a bit, but will want to play a little later."
- Reading the same book for several days in a row is a great way to provide opportunities for infants and toddlers to develop a sense of competence and confidence, which is an important part of social

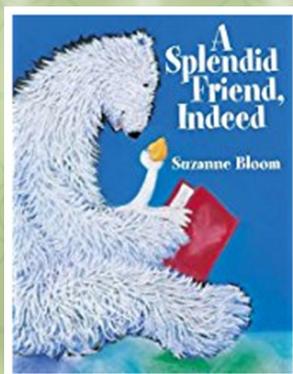
and emotional development. They become able to turn pages, point at and label pictures, talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and toddlers may even make up their own story! Try reading this book for several days in a row and use some of the ideas, activities, and opportunities listed below to enhance social and emotional skill development.

### Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Help children learn what it is like to be a friend and play with someone by engaging them in games that involve turn taking. You and two other children can make a block tower together, by taking turns putting a block on the tower one at a time. Use verbal prompts during this time, such as "your turn" and "my turn".
- Model sharing through play. You can do something as simple as while playing with playdough give a child some of yours and explain how you are happy to share your playdough with him or her.
- Help children learn how to recognize and then act on their own emotions appropriately. Sometimes children may feel overstimulated in care or play situations. This may make them feel anxious or upset. They may benefit from spending some time alone and relaxing. It is fine for children to spend this time away taking a break. Help them recognize this feeling, by bringing it to their attention when you start to

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notice them looking overwhelmed: “It looks like you are getting a little too excited and may be feeling a bit overwhelmed playing with so many children at the moment. Would you like to go over to the cozy area and look at a book for a little bit?” Make sure that the child decides to take a break to help them learn how to regulate their feelings, this is to help them learn emotional skills and not a punishment like time out.

- Teach children how to state their feelings and needs to their peers. This is a skill that takes a long time to master, but toddlers who have developed verbal skills can start to make their own simple “I Messages”. I Messages provide a format for expressing one’s needs and feelings and then requesting how to have one’s needs met. Try to introduce the children to the idea using the following steps. Encourage children to say how they feel when they are upset. For example, when you can see a child getting upset because another child took a toy from him say, “It looks like you are feeling mad that Chris took the truck from you. Go tell him how you feel, tell him ‘I feel mad.’” This is just the beginning of an I Message, but a great way to help toddlers verbally express their feelings in socially acceptable ways.

