Welcome to Preschool II

UWF ERCCD 2018-2019
Parent Packet

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Introduction:

Hello and welcome! I am excited to share this very important year of learning with you as your child’s teacher, as we take steps on this journey toward Kindergarten. I’d like to take some time and share a little about myself. In 2011, I began my journey with The University of West Florida. Since then, I have obtained my Bachelor’s Degree in History and became a NAEYC (National Association of the Education of Young Children) member. My journey with ERCCD began May 2013. I spent a little over 3 of these years in Preschool 1. In 2016, I agreed to be trained by a wonderful mentor in Preschool 2.

I have been told by visitors to our center that my teaching style is “musical.” Some of my favorite topics to go over with children are Agriculture, Kindness, and STEM. I do not have any children of my own, just two sweet dogs. I have wanted to be a teacher since I was a young child and I can’t imagine doing or loving anything else! I am looking forward to a fun filled year with you and your child. If you have any questions or concerns, please do not hesitate to contact me either in the classroom or through email. My email is: LBuckstein@uwf.edu

~Sincerely, Ms. Laura
Welcome to our class!

Preschool 2/ VPK A

We are so happy to have you and your family! Our VPK program will begin at 8:30am and end at 12:00pm. VPK is designed to help prepare your child for Kindergarten and create life-long learning. We will implement our center-wide “Creative Curriculum” where children learn through play while also aligning with Florida’s VPK Standards to help enhance your child’s learning experience. Our lesson plans revolve around “thematic units.” We will learn a new letter each week and discuss a new theme every one to two weeks. Along with learning a new letter, we will practice spelling our colors, reading the morning sentence, develop reading comprehension, conduct science experiments, cooking activities and so much more! We believe every experience is a learning experience and children learn best when they are interested and engaged.

Preschool 2 is arranged with specific learning centers. We encourage the children to explore each area and gain exposure as each area has a different developmental purpose. Throughout the year we will observe your child in five different developmental areas: Physical, Intellectual, Language, Emotional and Social. We will use an online tool called Teaching Strategies Gold to help assess your child and email you the results in both Fall and Spring. We will also assess your child for VPK three times a year to show their development in Print Knowledge, Phonological Awareness, Mathematics and Oral Language. A conference will be offered at the end of both semesters. We cannot wait to dive right in! Feel free to browse through our “Parent Resources” file located outside the classroom door containing articles about various topics from bedwetting and child psychology to community events and support services. If you have any questions please let us know!
~Communication: Each week we will have a Newsletter and Lesson Plan. They will be posted in the classroom, above the cubby counter. We will also have our “letter of the week” and current math unit posted here. An email will be sent out each week as well. We also have a monthly newsletter that will go home on your child’s lunchbox. Other important reminders and upcoming events may be posted on the classroom door or sent home.

~Medication: Medicine slips are required for anything other than water, ice and band-aids. A staff member will store the medication in a locked cabinet. *Please note: If using Benadryl or any other medication that states “do not use unless directed by a doctor” on the back, we will require a doctor's note along with the medicine slip.

~Extra Clothes: Please bring a full set of extra clothes in a labeled zip lock bag to keep in your child’s cubby. We encourage children to engage in creative play that may involve paint, mud, soil etc.

~Lunches: Lunch boxes are placed on top of the cubby counter. Please label all cups and refrigerated items. Our center-wide policy asks that parents not pack carbonated beverages and/or candy for lunch. We encourage our students to eat healthy items before unhealthy items.

~Shoes: Physical development plays an important role throughout the year. Please do not bring high heels, flip flops or crocs for your child to wear at school. Outside play will require closed toe shoes for development and safety.

~Naptime: Please bring a blanket and pillow for your child to keep in their cubby. We understand some children do not sleep, but they are expected to rest quietly on their mat from 1:00 to 2:00.

~Toys from home: Our classroom is well equipped with toys. Please do not bring toys from home unless it is “Share Day” (Friday’s) and correlates with the letter of the week. However, children may bring a small stuffed animal to sleep with for nap time.
Kid’s yoga has become increasingly popular throughout recent years. Studies show that there are many benefits for children including building memory, concentration, physical strength, endurance, balance and coordination. Yoga has also proven managing stress through breathing can reduce anxiety and challenging behavior. Yoga is a great activity for when weather prohibits us from going outside. Throughout the year we will not only play yoga games, dance to yoga music and explore yoga poses but also use fun breathing methods that really work! Occasionally, we will also use “Balloon Relaxation” and “Dragon Relaxation” for our transition into nap time. Please feel free to bring in a child sized yoga mat for your child to keep at school throughout the year. While breathing is one of the most important components to yoga, having personal space is as well. Children need their own “bubble” to be able to relax and let go.

Some of the resources we use are:

~Bari Koral  https://barikoral.com/
~Yogarilla Exercises and Activities
~Dance n Beats Movement
~Cosmic Kids
~Good Morning and Goodnight Yoga Books
~I am Yoga Movement
Preschool 2 Daily Schedule:

8:00-8:30 Limited Free Centers

8:30-9:00 Morning Procedure (small group activities that alternate each day of the week.)

9:00-9:15 Morning Snack

9:15-10:00 Circle Time (Large Group with Introduction of Weekly Letter and Theme).

10:00-10:50 Work Stations (Students choose between 9 centers. A new center is chosen daily until all centers have been experienced). During this time we will work individually on the current math unit and the craft of the week relating to the theme or letter.

10:50-11:15 Clean up and Story Time

11:15-11:50 Outside Time

11:50-12:00 Story Time

12:00-12:30 Lunch

12:30-12:45 Clean up/ Quiet Book Time

12:45-2:30 Rest Time

2:30-3:00 Wake up

3:00-3:15 Snack/Manipulatives, Puzzles, Art, and Library Centers

3:30-4:00 Outside Time

4:00-5:15 Limited Center Activities
The Preschool II VPK Educational Program will operate from August 27, 2018 through May 4, 2019. Instructional hours are from 8:30am-12:00pm, Monday-Friday at 3.5 hours per day for an annual total of 540 hours. Each month there will be an attendance form that will require your signature verifying your child’s attendance.

~Dates for Holidays and Closures 2018-2019~

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>August 27, 2018</td>
<td>First Day of VPK</td>
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<td>September 3, 2018</td>
<td>Labor Day</td>
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<td>November 12, 2018</td>
<td>Veteran’s Day</td>
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<td>November 22-23, 2018</td>
<td>Thanksgiving Break</td>
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<td>December 18-January 7, 2019</td>
<td>Winter Break</td>
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<td>January 7, 2019</td>
<td>School Resumes</td>
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<td>January 21, 2019</td>
<td>Martin Luther King Day</td>
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<td>March 11-15 2019</td>
<td>UWF Spring Break</td>
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<td>May 4, 2019</td>
<td>Last Day of VPK</td>
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*If severe weather occurs, please check your UWF email. If the University is closed we will be as well.*
SCHOOL READINESS STANDARDS FOR 5 YEAR OLDS

Physical:
- Good general health: Physical, auditory, visual, motorskills.
- Able to perform self care tasks with competence

Approach to learning:
- Exhibits an eagerness and curiosity for learning
- Sustains attention to a task
- Flexible and inventive when problem solving

Social & Emotional:
- Shows initiative, self-direction, self-confidence, self control
- Demonstrates beginning conflict resolution skills
- Handles transitions and adapts to changes in routines
- Interacts easily with peers and adults
- Exhibits empathy and caring for others

Language & Communication:
- Listens, participates, attends to stories, songs, etc.
- Follows a series of directions
- Speaks clearly and conveys ideas effectively
- Shows interest in books and reading
- Demonstrates some conventions of print.
- Recognizes letters, sounds and how they form words.
- Recognizes and writes own name
- Represents stories through pictures, dictation and play
- Uses inventive spelling and symbols to convey meaning

Cognitive Development & General Knowledge:
- Anticipates, remembers, and describes stories/events in sequence.
- Recognizes patterns and duplicates or extends them
- Sorts objects into subgroups, classifying and comparing according to a rule.
- Demonstrates an understanding of the concept of number and quantity.
- Begins to understand relationships between quantities – more/less, many/few, all/none.
- Recognizes and describes some attributes of shapes.
- Shows an understanding of direction, location and positional words.
- Orders, compares, describes objects by size, length, capacity, and weight.
- Shows an awareness of time concepts
- Seeks information through observation, exploration, and descriptive investigations.
- Demonstrates an awareness of the reasons for rules.
- Leadership skills begin to emerge
- Beginning awareness of people and where they live
- Uses a variety of art materials to express ideas and emotions

Motor Development:
- Uses balance and control to perform large motor tasks
- Uses strength and control to perform small motor tasks
- Uses eye-hand coordination for fine motor tasks
- Uses writing and drawing tools with some control
Stages of Development in Children's Drawings

Basic scribbles (often random)
- dots
- lines
- multiple lines
- zig-zags
- roaming lines
- whorls
- loops
- circles

Combined Scribbles (controlled)
- crosses
- mandalas
- stars
- closed shapes

Suns

Sun Faces

Human Figures with Limbs

Human Figures with Torsos

Human Figure with Limbs Used in a Drawing
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<td>1.</td>
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<td>2.</td>
<td><img src="#" alt="Scr bubbled" /></td>
<td>Scrabble (Approximation)</td>
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<td>3.</td>
<td><img src="#" alt="Random Letters" /></td>
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<td>5.</td>
<td><img src="#" alt="Initial and Final Sounds" /></td>
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<td><img src="#" alt="Vowel Sounds" /></td>
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<td>7.</td>
<td><img src="#" alt="Five Syllables" /></td>
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<td>8.</td>
<td><img src="#" alt="Multiple Related Sentences and Many Words" /></td>
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<td>9.</td>
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1. **This is my house.**
2. **This is my house.**
3. **ACMAWAL**
4. **IVAADA0**
5. **ILMB**
6. **I lik mi Bk.**
7. **I lik to pla with my cat.**
8. **My favorit dinosor is the stegosaurus.**
9. **Today I am going to the 5 for with my mother. I am going to buy a present for my brother's birthday. He is three years old.**


Just Playing

When I'm building in the block room, Please don't say I'm "Just Playing."
For, you see, I'm learning as I play; about balance and shapes.
Who knows, I may be an architect someday.

When I'm getting all dressed up, setting the table, caring for the babies,
Don't get the idea I'm "Just Playing."
For, you see, I'm learning as I play;
I may be a mother or a father someday.

When you see me up to my elbows in paint, or standing at an easel,
or molding and shaping the clay,
Please don't let me hear you say, "He's Just Playing."
For, you see, I'm learning as I play. I'm expressing myself and being creative.
I may be an artist or an inventor someday.

When you seem me sitting in a chair "Reading" to an imaginary audience,
Please don't laugh and think I'm "Just Playing."
For, you see, I'm learning as I play.
I may be a teacher someday.

When you see me combing the bushes for bugs, or packing my pockets with choice things I find,
Don't pass it off as "Just Playing."
For, you see, I'm learning as I play.
I may be a scientist someday.

When you see me engrossed in a puzzle or some "Plaything" at my school,
Please don't feel the time is wasted in "Play."
For, you see, I'm learning as I play. I'm learning to solve problems and concentrate.
I may be in business someday.

When you see me cooking or tasting foods, Please don't think that because I enjoy it, it is "Just Playing."
For, you see, I'm learning as I play. I'm learning to follow directions and see differences.
I may be a cook someday.

When you see me learning to skip, hop, run, and move my body,
Please don't say I'm "Just Playing."
For, you see, I'm learning as I lay. I'm learning how my body works.
I may be a doctor, nurse, or an athlete someday.

When you ask me what I've done at school today, and I say, "I Just Played,"
Please don't misunderstand me.
For, you see, I'm learning as I play.
I'm learning to enjoy and be successful in my work, I'm preparing for tomorrow.
Today, I am a child and my work is play.

By Anita Wadley © 1974
Techniques for Reading to Your Child

Before reading the story:
- Introduce the book, discussing the cover, title, author, and illustrator.
- Look at the pictures to discover what the story is about.
- Discuss special or new words that are in the story.
- Talk about places, people, and things in the story with which your child is familiar.
- Remember to keep the introduction simple and quick.

During the story:
- Allow time for your child to look at and talk about the pictures (pictures and illustrations are very important).
- Talk with your child about the characters and story events.
- Ask questions: What do you think is happening? What would you feel if that happened? What might happen next (prediction)? Would you ever do that? Did you think that would happen?
- Allow your child to ask questions as you read and answer their questions.
- Accept and be positive about your child's responses to your questions.

After reading the story:
- Go back to the beginning of the story and have your child turn the pages and share comments or questions they might still have.
- Have your child retell the story to you.
- Compare the story situations to your child’s experiences.
- Could you do that? Has that ever happened to you? Did we ever do that?

Parent Notes


1 Techniques for Reading to Your Child adapted from Polk County Schools’ Tips on Reading to Your Child.
Here are examples of activities that support children’s physical health at home.
• Talk about the importance of brushing and flossing teeth and practice together.
• Encourage children to wash their hands often. Talk about how germs are spread and the impact germs have on us and model good hygiene practices.
• While grocery shopping or fixing a snack, talk about choosing healthy, nutritious foods over unhealthy ones.
• Schedule regular well-child check-ups with a doctor or other health care provider.
• Take your child to the park to play on outdoor equipment.
• Teach your child to swim or take him/her to swimming lessons.

Here are examples of activities that support children’s understanding of social studies and the arts at home.
• Ask children to dance or move to different tempos and styles of music (e.g., classical, rock, and jazz).
• Allow children to use markers, chalk, finger paint, etc., to express themselves.
• Play different types of music in the CD player on the ride to and from school and sing songs in the car.
• Save scraps, bits, boxes, and other things from around the house to use for creative experiences.

Here are examples of activities that support children’s motor development at home.
• Provide daily unstructured times for physical activities (e.g., going on a bike ride, kicking a ball back and forth, taking a walk).
• Provide children with opportunities to use a variety of tools (e.g., writing tools, tongs, egg beaters, screwdriver).
• Display children’s writing and artwork on the fridge or display board, or frame as gifts for relatives.
Here are examples of activities that encourage children’s social and emotional development at home.

- Support children when they make mistakes. Acknowledge their efforts (e.g., tell child, “I see you worked hard on that.” or “You almost made it.”).
- Model respect for others and good conversational skills (e.g., not interrupting others when they are speaking).
- Introduce children to other adults in the community.
- Help your child find words to describe feelings.
- Set the tone that learning is good, fun, and important.

Here are examples of activities that encourage children to explore their environment and actively engage in learning at home.

- Ask questions that will encourage children to think, wonder, and ask more questions. Use open-ended questions that begin with who, what, when, where, why, or how, and that cannot be answered with just “yes” or “no.”
- Include children in planning special events (e.g., birthday parties, family vacation, weekend activities).
- During dinner, in the car, or at bath time, provide opportunities for children to discuss and review what they did during their day.
- Provide age appropriate toys which require thinking. This includes puzzles, blocks, or sorting toys.

Here are examples of activities that encourage children’s language and communication development at home.

- Ask children questions (e.g., “What was your favorite part of the day?” “What did you do at school?” “Whom did you play with?”).
- Read stories to children and ask who, what, where, when, and why questions about the stories.
- Speak clearly at a comfortable pace and an easily heard volume, inside and outdoors.
- Let your child know what she/he says is important. You do this by listening to your child.

Here are examples of activities that support emergent literacy in children at home.

- Create comfortable, inviting spaces for reading. Provide good lighting and make the space cozy by adding throw pillows, bean bag chairs, and a book basket.
- Play a clapping game with the children, clapping once while saying each syllable in children’s names.
- Provide your child with materials (e.g., crayons, pencils, paper) and a space for writing.
- Let your child see you write.
- Provide magnetic letters for your child to practice forming her/his name and words she/he wants to know.
- Encourage your child to invent her/his own spelling for words (e.g., shopping lists, reminder notes, messages, signs, and stories).
- Give your child books as gifts and take your child to the public or school library to get a library card and check out books.
- Accept your child’s “pretend reading.”
- Read your child’s favorite stories over and over again.

Here are examples of activities that support children’s mathematical and scientific thinking at home.

- Incorporate math into everyday activities (e.g., counting body parts, how many places to set at the dinner table, counting as high as possible before the traffic light changes from red to green).
- Provide supervised opportunities to examine how tools work (e.g., looking at and discussing pulleys, taking apart broken appliances).
- With close supervision, involve children in the meaningful use of household tools (e.g., eggbeaters, magnets on the refrigerator, funnels).
Online Resources for Parents

Bright Beginnings: Includes resources and strategies designed to help parents get involved in their child’s education.
http://www.brightbeginningsfl.org/Parent/Default.aspx

Center for Early Literacy Learning (CELL): Promotes the adoption and sustained use of evidence-based early literacy learning practices by early childhood intervention practitioners, parents, and other caregivers of young children.
http://www.earlyliteracylearning.org

Division of Early Childhood of the Council for Exceptional Children: Promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children who have or are at risk for developmental delays and disabilities.
http://www.dec-sped.org


Get Ready to Read!: Provides an easy-to-administer, research-based screening tool to early childhood educators, child care providers, and parents in order to help them prepare all children to learn to read and write.
http://www.getreadytoread.org

Helping Your Child Learn Math: Resource for parents to help their children learn math in everyday events.
http://www.math.com/parents/articles/helpmath.html

National Association for the Education of Young Children (NAEYC): Focuses on the quality of educational and developmental services for all children from birth through age eight.
http://www.naeyc.org

National Center for Early Development and Learning: Focuses on enhancing the cognitive, social and emotional development of children from birth through age eight.
http://www.fpg.unc.edu/~ncedl

National Center for Learning Disabilities: Promotes high quality early education services and supports all children, including those who struggle with learning.
http://www.ncid.org

PBS Parents: Child development tracker with a list of general goals for children ages 4-5 in preparation for kindergarten.
http://www.pbs.org/parents/childdevelopment

Zero to Three: Supports the healthy development and well-being of infants, toddlers, and their families.
http://www.zerotothree.org