WESTERN FUN

PRESCHOOL I
PARENT PACKET

2018-2019
Parent Packet Contents

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WELCOME TO THE PRESCHOOL 1
CLASSROOM!

We are so excited to start this brand new year off with you and your child. Christy Turner is the Lead Teacher. We look forward to spending each day with your child and helping them to grow in a nurturing and learning environment. The classroom is set up for the Creative Curriculum and our lessons will be based off of their developmental milestones as listed in your parent packet. Throughout the year, we also will complete assessments on your child using Teaching Strategies Gold. Each day, we have a routine that we follow to help give the children a predictable environment. A list of our schedule is located in the parent packet and on the parent board.

The parent board located to the right of the entrance to our classroom is going to be where any important information will be located. Ms. Christy will post the weekly lesson plan, letter of the week, and monthly newsletter. Each child has their own labeled cubby which is located on the right-hand wall in the classroom. Your child's name and picture will be on the cubby to help with identification for you as well as your child.

Each month will consist of different themes and activities that will be depicted on each week’s lesson plan. Ms. Christy will also post in the monthly newsletter what we will be learning about, so it is crucial to always read the newsletter. Please inform the staff if there are any issues that happened at home that might cause concern throughout the day. We encourage continuous communication from staff to parents and we welcome any questions or concerns you may have. If there is anything you or your child need, please don’t hesitate to ask our PSI staff. We are incredibly excited to welcome you all into your new classroom. We cannot wait to get started with our adventurous year!

Ms. Christy and the PSI Staff

* Additional important classroom information is located on the PSI Things to Remember page.
MEET YOUR TEACHER

NAME
Christy Turner

BIRTHDAY
May 24th

FAVORITES

- COLOR
  Pink

- TREAT
  Dark Chocolate

- DRINK
  Coffee

- FOODS
  Chick-fil-A

- HOBBY
  Football (Seattle Seahawks)

- ANIMAL
  Horses

"ALL CHILDREN CAN LEARN."
Preschool 1 Daily Reminders

Drop off – Children that arrive between 7:00 and 7:30 can be dropped off in the Toddler Two’s classroom. At 7:30, one of the PS1 teachers will pick up and bring the “big kids” to the PS1 classroom. Pick up time for the PS11 class and VPK class is at 8:00. According to the parent handbook, your child needs to be here 30 minutes prior to lunch (11:00).

*The Department of Children and Families has passed a new rule effective October 25, 2017.

7.5 Daily Attendance

Daily attendance of children must be taken and recorded accurately by the child care personnel, documenting the time when each child enters and departs the program.

If a child does not arrive to the program on the agreed upon designated pick-up location, child care personnel must communicate as early as possible (within one hour of the child’s scheduled arrival) with the custodial parent/legal guardian; if there was no prior communication from the custodial parent/legal guardian of the child’s absence. If child care personnel are unable to reach the child’s parent/guardian, emergency contacts must be notified.

Since we don't necessarily have an established attendance time (except 30 min. before lunch) we have adopted 10:30 as the time we will call. Most of you have arrived by then. Please feel free to let us know ahead if you are not going to be in attendance by email, phone, or verbal communication.

As stated above, we are obligated to call the parents, if they cannot be reached we then have to call the emergency contact person. Please let your emergency contact person know we may call.

Arrival – Upon arrival to help your child with their transition to the classroom, we ask that you help them wash their hands. In addition to aiding this transition, this procedure prevents the spread of germs and disease that may be brought into the classroom. After washing their hands, your child will move their picture from home to school. Then, they will go to the job chart, find their star name, and pick a daily job. After completing these three things, your child can choose where to play. There is a Morning Procedure Routine Reminder posted inside the classroom.

Labeling – In order to ensure proper placement of things brought to school, we ask that you label everything belonging to your child.

Shoes – Please send your child to school with closed-toe tennis shoes for the outside playground.

• No Crocs. No Flip Flops. No Slippers. No Heels.
**Breakfast** - Breakfast may be brought to school until **8:30**. At 8:30, tables will be cleared to allow space for classroom activities.

**Snack** – Snack is served daily at **9:00 and 3:00**. Please inform us if your child has specific allergies.

**Lunch Time** - Please provide a nutritional lunch for your child. You may provide juice, water, or milk with your child’s lunch. Juice boxes, cups, or a thermos is acceptable.

- **Soda or any carbonated drinks are not allowed!**
- We are a “green building.” Therefore, we **cannot have Capri Suns** since they are not recyclable, not bio-degradable and are not safe for our environment.
- Keep cutting your child’s food into small pieces, especially things like grapes and pieces of hot dog that could completely block their airway if inhaled. These should be cut into **small, length wise** portions **before** coming to school. Your child is a very competent eater now, but you should still be on the lookout for pieces of food that they could choke on.
- You may bring food needing to be reheated, but we ask that **no frozen meals or easy macs** be provided that require preparation. Due to limited space, we cannot hold extra juice or food in the refrigerator. Ice packs in the lunch boxes are welcome. We apologize for any inconvenience.

**Personal Toys** – **Toys from home are not allowed.** The only exceptions are for naptime and Letter of the Week Show-n-Tell Fridays. Your child may bring only **one stuffed animal** for nap time. They will not be allowed to play with it at any other time. We are not responsible for any damaged, lost, or misplaced toys brought to school.

**Naptime** - Your child will need a “**travel size**” **pillow and blanket**. Naptime mats are located inside the closet on the shelves. The children should have their shoes off and be laying down on a mat with their own personal pillow and blanket. They may have only one stuffed animal to sleep with. The lights are turned off and deep sleep music is playing on the computer. Window shades are halfway up for the natural light to come through. The children do not have to sleep but they **must be quiet** and be respectful of others. We can only keep items that fit in their cubbies. **We do not have sufficient space to house anything larger than the cubby area.**

**Extra Clothes** – Provide **two sets** of extra clothes and underwear that will fit in their cubby.

**Picture** – Please bring a picture of your family to place in our home living area. This picture can provide comfort to your child while you are away.

**Birthdays** – Birthday parties for your child are optional and can be done here. You can keep it simple by providing cupcakes (**store bought only**) for an am or pm snack or you can have
a luncheon party. In the event you cannot be present for the party, we will be happy to take picture for you.

**Medication** - AdvancED 4.05.012 Protocol for administering, handling, and storing medication for every child are in place.

- The Lead Teacher is responsible for administering medication to children. A legal guardian must fill out a medication form. The medication slips are located inside the medicine cabinet, in a basket, titled Medication Forms.
- A classroom staff member may administer medication in the Lead Teacher’s absence.
- If a form is not filled out or completed incorrectly, then the staff cannot administer that medication to that child.
- Another staff member must witness the medication being given to the child with the correct dosage and initial as a witness on the form.
- The teacher and witness must also sign and witness the medication log located on the medicine cabinet door.
- Medication will be stored in the locked cabinet in the classroom. If medication must be stored in a refrigerator, it is to be placed inside a locked box. The locked box is then placed inside the center’s kitchen refrigerator.
- ONLY the Lead Teacher and/or the front office personnel can call the parent on the phone if their child has a fever or is showing symptoms of sickness.

**Illness** – If your child is mildly ill he/she is welcome to attend. If your child is contagious or is running a temperature of 101 or above, your child must remain at home in order to help prevent the spread of illness. If your child is at school and develops a fever, you will be called for pick up. Children sent home from school may not return to school until all symptoms have been absent for 24 hours/has been on antibiotics for 24 hours/has a doctor’s note allowing the return of the child.

**Communication**

- On the classroom counter, there is a pink, parent communication binder. This is a hard, public knowledge copy of all forms of communication are stored. (Ex. e-mails, phone calls, verbal or written notes). Staff are responsible for writing down any information the parent tells them such as a doctor appointments, getting picked up early, going out of town, etc.

- There is a green communication slip that is used between teacher and parent. This will be taped to the child’s lunch box when needed. (Ex. A bathroom accident, needs an extra change of clothes, project due, etc.)

**Social and Emotional Development** - AdvancED 3.03.039, 3.03.040, 3.03.034 Teachers encourage children to regulate their emotions and expand their vocabulary and social interaction.
We want to encourage language development and social interaction with each child. We strive to teach the children independence and how to manage social problems. We encourage the students to either use their words or express their feelings to one another. Sometimes, we have to give them the words to help them. We strive to teach the children independence and how to manage social problems.

**Behavior Support** - AdvancED 4.13.001, 4.16.001 Written behavior intervention plans will be made for students collaboratively between professionals, teachers, and family.

We use the *Conscious Discipline* program as a guide to effective strategies. The “Safe Place” is located in the peace corner. This is where the child can be alone to help them regulate their emotions. They are allowed to use the Peace Corner basket that is located on top of the Safe Place. The classroom rules are located on the wall behind the safe place.

**Why is there a Safe Place?**

We provide a safe, comfortable space for a child to regain composure. Different from time out, offering a place for calm reflection and “cooling off” can be an effective way to help children learn to take themselves there at times when they are upset or need a quiet place. The differences between this practice and time out are that offering a place to calm down is not punitive and that it is self-regulated- the child determines when to go and when return to the group. You can offer the child some criteria to determine readiness: “When your body is relaxed and you can keep your hands from hitting other people then you will be ready to come back.”

**Pick Up** - The center closes at 5:30 each day. We ask that you have your child picked up before/at this time or there will be a late fee. At 5:15, the children and PS1 staff clean up the classroom and migrate to the lobby to wait for parents.

~ Ms. Christy and the PS1 Staff
Preschool 1 Daily Schedule

7:00 – Center Opens - All classes meet in the Toddler Two’s Classroom.

7:30 – Preschool classes go to PSI classroom & perform their Morning Procedures - Wash hands, move picture to school, selection of daily jobs and self-selected interest areas. (Home living area is closed). Parents are to put lunchboxes on the lunchbox counter and any needed items in the refrigerator.

8:00 – VPK children go to their classes with the VPK teachers

8:45 – Clean up procedures/Transition Time - The children are given a five-minute, verbal warning that clean up time will be coming soon. The Light switch operator turns off the lights, we all count 1-10 and yell, “Clean Up Time!” Then, the Clean Up song is playing as we guide and assist the children to put the toys away. Once everything is put away and the area signs are turned to red, we gather on the world circle carpet to sing songs and to wash hands for snack.

9:00 – Morning Snack/Transition Time - Classroom support is sitting and guiding the children to self-serve. If a child does not want snack or is finished with snack, then they can choose to do a puzzle or a book as the snack is put away and cleaned up.

9:30 – Circle Time: theme discussion, music and movement, and daily jobs - *(The book area and safe place are also available).

10:00 – Center Time: Teacher Directed Activities, Theme related projects, or self-selected interest areas - Children turn the area signs to green/open and are told to “PLAY!”

10:45 – Clean up procedures/Transition Time - The children are given a five-minute, verbal warning that clean up time will be coming soon. The Light switch operator turns off the lights, we all count 1-10 and yell, “Clean Up Time!” Then, the Clean Up song is playing as we guide and assist the children to put the toys away. Once everything is put away and turn the area signs to red, we gather on the world circle carpet to for story time.

10:50 – Story Time *(The book area and safe place are also available).

10:55 – Outdoor Transition/Procedures – Children who are the door holders are called to open the door. Teacher gets the outdoor roster and calls children to go outside.

11:00 – Outdoor Learning Experiences- Planned activities and self-selected interest areas. One classroom support stays inside and sets up lunch with the lunch helpers.
11:30 – Clean up time for Outdoor Areas/Transition - Children find and put away three toys. Then they sit down in front of the classroom door, take off shoes and are asked to wipe any sand off that’s on them. Children one by one go inside the room, put their shoes on the blue shoe shelf, go to a sink, wash hands and then find their lunch spot on the tables.

11:45 – Lunch Time – Classroom support sits with the children at the three tables. We talk and guide the children to choose the main meal/healthy food options first.

12:15 – Clean-up procedures/Transition - Children throw their trash away, put their lunch placemat in between the two handwashing sinks, put their cups in the refrigerator. Then they find their lunchbox on the white shelf and bring it to their lunch spot. They put their containers inside their lunchbox, zip/close their lunch box and put it back on the lunchbox counter. Then they get their blanket and pillow and go to their blue mats. Next, they can get a book, go to the bathroom, do yoga and/or lay down.

12:30 – Rest/Quiet Time and lights out – The book collector gets the white book basket and collects all the books. Then, we do Bari Koral Yoga movements. Next, the lights switch operator goes to the lights. We count down “10-1. Blast off to naptime.” Then we read the book, Goodnight Yoga and guide them through the movements. When it’s finished, the music is changed to Deep Sleep Music and it is quiet time.

2:00 – Books are offered to those children who are awake

2:30 – End of rest time, lights on, and wake up procedures - Children put their blanket and pillow in their cubby and go to the bathroom if needed. Next, they go find their shoes, put them on, and may choose self-selected interest areas.

3:00 – Afternoon Snack - Classroom support is sitting, guiding the children to self-serve.

3:20 – Clean up Time of self-selected Interest Areas/Transition - The children are given a five-minute, verbal warning that clean up time will be coming soon. The Light switch operator turns off the lights, we all count 1-10 and yell, “Clean Up Time!” Then, the Clean Up song is playing as we guide and assist the children to put the toys away. Once everything is put away, we gather on the world circle carpet to for a recap and story time.

3:30– Afternoon Circle Time: Daily Recap of our theme/Storytime

3:35 – Outdoor Transition/Procedures – Door holder jobs and teacher call children one by one to go outside with the outdoor roster.

3:40 - Outdoor Learning Experiences- Planned activities and self-selected interest areas

4:25 – Clean up time of Outdoor Areas Children find and put away three toys. Then they sit down in front of the classroom door, take off shoes and are asked to
wipe any sand off that’s on them. They then put their shoes back on and go inside to wash their hands. Then they can choose where and what they want to play.

4:30 - Inside Time: Limited self-selected interest areas in preparation to go home. (Home living area is closed).

5:00 – Clean up time of the limited self-selected interest areas

5:10 – Storytime/Transition - Children gather their belongings and move their picture to home on the home-to-school chart.

5:15 – Class joins other classes in the lobby

5:30 – Teachers clock out and the Center is closed
## Academic Calendar- 2018/2019

### High-Level Dates
See detailed semester calendars below for additional dates and information.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Summer 2019</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester Dates</strong></td>
<td>8/27-12/15</td>
<td>1/7-5/4</td>
<td>5/13-8/9</td>
</tr>
<tr>
<td>Part of Term 1</td>
<td>8/27-12/15</td>
<td>1/7-5/4</td>
<td>5/13-8/9</td>
</tr>
<tr>
<td>Part of Term 2</td>
<td>8/27-10/19</td>
<td>1/7-3/1</td>
<td>5/13-6/25</td>
</tr>
<tr>
<td>Part of Term 3</td>
<td>10/22-12/15</td>
<td>3/4-4/26</td>
<td>6/27-8/9</td>
</tr>
<tr>
<td>Part of Term 4</td>
<td>N/A</td>
<td>N/A</td>
<td>6/12-8/9</td>
</tr>
<tr>
<td>Part of Term 5</td>
<td>May start on any date in August</td>
<td>May start on any date in January</td>
<td>May start on any date in May</td>
</tr>
<tr>
<td>Part of Term 6</td>
<td>May start on any date in September</td>
<td>May start on any date in February</td>
<td>May start on any date in June</td>
</tr>
<tr>
<td>Part of Term 7</td>
<td>May start on any date in October</td>
<td>May start on any date in March</td>
<td>May start on any date in July</td>
</tr>
<tr>
<td>Part of Term 8</td>
<td>May start on any date in November</td>
<td>May start on any date in April</td>
<td>May start on any date in August</td>
</tr>
<tr>
<td>Part of Term 9</td>
<td>May start on any date in December</td>
<td>May start on any date in May</td>
<td>N/A</td>
</tr>
<tr>
<td>Part of Term 90</td>
<td>N/A</td>
<td>N/A</td>
<td>(TBD)</td>
</tr>
<tr>
<td>Final Exams</td>
<td>12/10-12/15</td>
<td>4/29-5/4</td>
<td>Scheduled by Instructor</td>
</tr>
<tr>
<td><strong>Observed Holidays</strong></td>
<td>Labor Day- 9/3</td>
<td>MLK Holiday- 1/21</td>
<td>Memorial Day- 5/27</td>
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<tr>
<td></td>
<td>Veteran’s Day- 11/12</td>
<td>Spring Break- 3/11-3/15</td>
<td>Independence Day- 7/4</td>
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<tr>
<td></td>
<td>Thanksgiving- 11/22-11/23</td>
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</tbody>
</table>

Contact Registrar's Office for Part of Term 5-9 deadlines.
The Academic Calendar is subject to change and is regulated by the Florida Board of Governor's: [Bog Policy 8.001, University Calendars](https://example.com).
Your "little baby" is off to preschool. Her world will get so much bigger. She'll need you to guide her.

Your child's health

**The Well Visit**

Take your child to the doctor for check-ups and blood pressure readings when he turns 3 and again when he turns 4. Ask your doctor about shots that your child may need before starting school. And catch up on any missed vaccinations.

Let your doctor know if your child cannot:
- Jump in place.
- Scribble holding a crayon between his thumb and fingers.
- Use sentences with more than 3 words.
- Socially connect with other children.

**The Dentist**

Let your child brush her teeth. Then help her to make sure her teeth get cleaned. She should:
- Brush teeth twice a day (especially at night).
- Use a child-size toothbrush with a pea-size bit of fluoride toothpaste.
- Visit the dentist.

**Nutrition**

At this age, offer your child the same foods, at the same times, as you eat.

Choking is still a hazard, so avoid things like candy and cherries with pits. Be careful with:
- Grapes (cut them in half).
- Hot dogs (slice in half the short and the long way).
- Raw vegetables like carrots and celery.
- Spoonfuls of peanut butter, especially crunchy.
Your child’s health, continued

**Sleep**

*Goodbye Nap time.* Between 3 and 4 years, children often give up their afternoon naps. On days when your child doesn’t nap, be prepared for some fussiness. You may have to put him to bed earlier that night.

*Hello Bedtime Battles.* Your child may begin to fight going to bed. To help:
- Try to stick to the bedtime routine and set limits such as how many books you will read each night.
- Give your child choices. Let him pick out his pajamas and books to read.
- Help him feel safe. Use night-lights, security blankets, or stuffed animals.

**Toilet Training**

At this age, some toddlers are toilet trained. Some are not. Either way, help her have success:
- Dress her in clothes that are easy for her to pull up and down.
- Use the potty right before bed. And make sure she can get to the potty at night.

**Nurturing your child**

**Sharing**

- *Show How to Share.* Give your child a toy in return for one of his toys. And let him see you share with others.
- *Choose Toys to Share.* Before a friend comes over to play, put away toys that your child does not want to share.
- *Practice.* Play indoor and outdoor games where you take turns, like board games or hide-and-seek.

**Media Time**

Limit media watching (TV, computer, video games, etc.). 1 hour per day is more than enough.

**Your child’s safety**

**In the Car**

Check your state laws to see when your child is ready for a booster seat, usually not until age 4.
YOUR CHILD AT THREE YEARS OLD

With your child's third birthday, the "terrible twos" are officially over and the "magic years" of three and four begin—a time when your child's world will be dominated by fantasy and vivid imagination. During the next two years, your child will mature in many areas.

Sleep  Goodbye naptime, hello bedtime struggles. Between the ages of three and four, children commonly give up their afternoon naps. Your child should sleep anywhere from 9 to 13 hours each day. As a way of gaining control of their world, children sometimes try to resist bedtime. You can help make bedtime easier by:
• Sticking with the bedtime routine
• Allowing your child to make some choices, like picking out pajamas or books to read
• Providing a sense of security with night lights, security blankets or stuffed animals

Nutrition  At this age, your child's eating habits should be similar to yours. He or she should eat the same foods at the same times as you,
• Grapes (cut them in half)
• Hot dogs (slice in half across and lengthwise)
• Raw vegetables, such as carrots and celery
• Peanut butter (avoid spoonfuls)

Physical Development
• Throws and kicks balls
• Draws circles and squares
• Begins to copy capital letters
• Dresses and undresses

Social and Emotional Development
• Cooperates with other children
• Engages in fantasy play
• Understands there are ways to solve problems

Cognitive Development
• Identifies "same" and "different" objects
• Talks in short sentences others can understand
• Tells and remembers parts of stories

Additional Safety Tips for Your Three Year Old
A Home Safety Checklist should be completed at each stage of your child's development. A sample checklist is provided for you on page 55.

When children reach the top weight or height allowed for their car seats, their shoulders are above the top harness slots, or their ears have reached the top of the seat, they are ready for a booster seat.
Always use a lap/shoulder belt with a booster seat. Now is also a good time to teach your child about playground safety behaviors such as not running in front of swinging children.
Positive Parenting Activities that Promote Nurturing and Attachment

Set a good example for your child. If you want children to be nice to each other or have good eating habits, show them how these things are done. Tell your child why you do things a certain way. Children may not understand everything you say, but they will begin to understand that you have reasons for doing things a certain way.

*Provide children with simple explanations for your rules or limits and offer alternatives.*
- It is 8:00 and time for bed; you may play with the markers again tomorrow.
- You may not have popcorn now because it is dinnertime, you may have some Jell-O for dessert after you are finished with your dinner.

When to be Concerned

According to the American Academy of Pediatrics, you should let your doctor know if at three years old your child:
- Cannot throw a ball overhand
- Cannot jump in place
- Cannot ride a tricycle
- Cannot grasp a crayon between thumb and fingers
- Has difficulty scribbling
- Cannot stack four blocks

**HERE'S HELP**

Use the Family Resources on pages 89–93 to learn about a variety of family support services available in your community.
Preschool 1 Developmental Milestones

Fine Motor Development
- Places large pegs into pegboards; strings large beads; pours liquids with some spills.
- Builds block towers; easily does puzzles with whole objects represented as a piece.
- Fatigues easily if much hand coordination is required.
- Draws shapes, such as circles; begins to design objects, such as a house or figure; draws objects in some relation to each other.
- Holds crayons or markers with fingers instead of the fist.
- Undresses without assistance but needs help getting dressed; unbuttons skillfully but buttons slowly.

Gross Motor Development
- Walks without watching feet; walks backward; runs at an even pace; turns and stops well.
- Climbs stairs with alternating feet, using handrail for balance.
- Jumps off low steps or objects; does not judge well in jumping over objects.
- Shows improved coordination; begins to move legs and arms to pump a swing or ride a tricycle, sometimes forgetting to watch the direction of these actions and crushing into objects.
- Perceives height and speed of objects (like a thrown ball) but may be overly bold or fearful, lacking a realistic sense of own ability.
- Stands on one foot unsteadily; balances with difficulty on the low balance beam (four inch width) and watches feet.
- Plays actively (trying to keep up with older children) and then needs rest; fatigues suddenly and becomes cranky if overly tired.

Social and Emotional Development
- Depending in part on previous experience with peers, may look on from the sidelines or engage in parallel play until becoming more familiar with the other children, or may engage in associative play patterns (playing next to a peer, chatting, and using toys but having separate individual intentions for behaviors).
- Shows difficulty taking turns and sharing objects, activity changing form often during a play period; lacks ability to solve problems well among peers; usually needs help to resolve a social situation if conflict occurs.
- Plays well with others and responds positively if there are favorable conditions in terms of materials, space, and supervision (less likely to engage in pro-social behavior when any of these elements are lacking).
- Acts more cooperatively than does toddler and wants to please adults (may revert to toddler behavior of thumb sucking, pushing, hitting, crying if unhappy with outcomes of social situations).
- Can follow simple requests; likes to be treated as an older child at times but may still put objects in mouth that can be dangerous or wander off if not carefully supervised.
- Expresses intense feelings, such as fear and affection; shows delightful, silly sense of humor.

Language and Communication Development
- Shows a steady increase in vocabulary, ranging from 2,000 to 4,000 words; tends to overgeneralize meaning and make up words to fit needs.
- Uses simple sentences of at least three or four words to express needs.
- May have difficulty taking turns in conversation; changes topic quickly.
- Pronounces words with difficulty; often mistakes one word for another.
- Likes simple finger plays and rhymes and learns words to songs that have much repetition.
- Adapts speech and style of nonverbal communication to listeners in culturally accepted ways but still needs to be reminded of context.
- Asks many who, what, where, and why questions but shows confusion in responding to some questions (especially why, how and when).
- Uses language to organize thought, linking two ideas by sentence combining; overuses such words as but, because, and when; rarely makes appropriate use of such temporal words as before, until, or after.
- Can tell a simple story but must redo the sequence to put an idea into the order of events; often forgets the point of a story and is more likely to focus on favorite parts.
Speech and Language Skills of 3-year-olds

At this age, your child should:

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Match primary colors</td>
<td>• Form three- to four-word sentences, including negative phrases, such as “no want” or “not that”</td>
</tr>
<tr>
<td>• Begin to follow directions with prepositions (e.g. “Put the crayon under the book”.)</td>
<td>• Have about 1000 words in his/her speaking vocabulary</td>
</tr>
<tr>
<td>• Understand possessives (e.g. “the girl’s mother”)</td>
<td>• Use words to express observations, activities, ideas or relationships between items or people</td>
</tr>
<tr>
<td>• Correctly answer simple “who”, “what”, “where” and “why” questions</td>
<td>• Tell simple stories and convey ideas</td>
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<tr>
<td></td>
<td>• Use contractions (e.g. “it’s” or “there’s”)</td>
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<tr>
<td></td>
<td>• Frequently ask simple questions (e.g. “What’s this?” or “Who did that?”)</td>
</tr>
<tr>
<td></td>
<td>• Sing songs</td>
</tr>
<tr>
<td></td>
<td>• Know his/her full name, gender and many nursery rhymes</td>
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<tr>
<td></td>
<td>• Have speech that is understood by strangers at least 70% of the time</td>
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<tr>
<td></td>
<td>• Correctly pronounce the speech sounds</td>
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<tr>
<td></td>
<td>( h, m, b, p, n, w, d, k, g, f, t )</td>
</tr>
</tbody>
</table>

Ways to encourage speech and language development:

- Talk about how things are similar or different
- Begin reading longer stories, embedding comments and questions as you go along
- Encourage your child to tell you short stories or about his activities
- Practice preposition words by playing “hide and seek” with toy characters and describing where they are hiding
- Continue expanding on conversations
- Help sort toys into categories and explain why items are grouped together (place an item that doesn’t belong and ask your child to tell you which doesn’t belong)

Compiled by the Speech and Language Department of the Escambia County School District - (850) 469-5536
Developing Math Throughout the Day

Math is more than counting and recognizing numbers. It’s learning about more and less; many and few; heavy and light; long and short. Math also involves learning shapes (circle, square, rectangle); recognizing patterns (red-blue-red-blue); and comparing (which is more and which is less).

There’s no need to drill with flashcards to get your child to learn math. And you don’t have to be good at this subject yourself. As you go through the day, there are many opportunities for “math talk.”

- At mealtime, talk about your child’s cup being empty or full. Ask your preschooler questions like, “Would you like your sandwich whole or cut in two halves?” On another day ask, “Should we cut it in triangles or squares?”
- Let your preschooler help you sort the laundry or match pairs of socks.
- Sing songs or say rhymes that have numbers like “One, Two, Buckle My Shoe.”
- Play games like “Mother May I” and ask your child to take five giant steps or turn around two times.
- When you and your child play with some toy trucks or blocks, say, “Oh, you have so many and I have only a few. And look, your brother Jamal has none. Will you give us more?”
- Count and touch the buttons on your child’s shirt as you dress him.
- Have your child help you count two apples or three bananas at the food store.
- Let your preschooler help you set the table. Have him count the number of people who will be eating. Help him to place a fork, knife, spoon, and napkin for each person.