

A decorative border of various tropical leaves, including palm fronds and monstera leaves, in shades of green and yellow, framing the central text.

# **Preschool 2 VPK Handbook**

# Table of Contents

**Welcome Letter**

**Daily Schedule**

**Important Items for School**

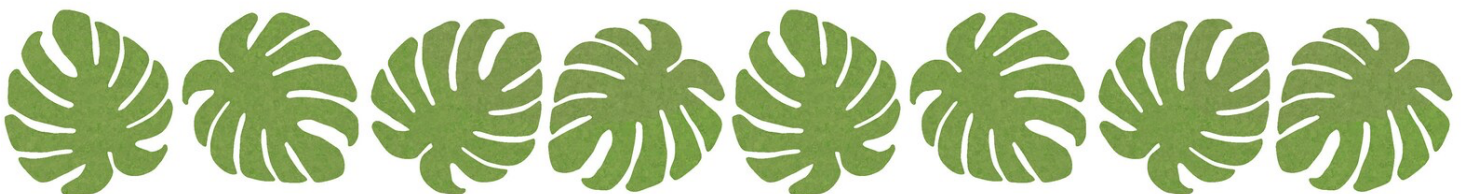
**Things to Know**

**Mealtimes**

**Developmental Milestones**

**Learning in the Classroom**

**Wish List**



# Meet the teacher

Leah Finneseth-Meyers

## WELCOME

Welcome to Preschool II!

I am so glad you are here. We are going to have fun and learn so much this year

## CONTACT

email:

[lfinnesethmeyers.uwf.edu](mailto:lfinnesethmeyers.uwf.edu)

Group Me

## ALL ABOUT ME

I have been in the education field for over thirty years as a teacher, director, family support worker, and education coach.

I have been married to my husband since 2003 and have two daughters. My oldest daughter attends Colorado Mesa University and my youngest attends Catholic High School.

## THESE ARE A FEW OF MY FAVORITE THINGS..

I love spending time with my family and traveling. I have been to five continents. I also love food and enjoy trying new foods when I travel.

Food: non-dairy candy and popcorn

Drink: lemonade and soy chai latte

# Daily Schedule

<b>7:30 am</b>	<b>Center Opens Drop off in Preschool II classroom</b>
<b>8:00 am</b>	<b>Morning Tasks Free Choice</b>
<b>8:30 am</b>	<b>Large Group Circle Time</b>
<b>9:00 am</b>	<b>Snack</b>
<b>9:15 am</b>	<b>Free Choice</b>
<b>10:30 am</b>	<b>Story Time/Mini Whole Group Lesson</b>
<b>10:45 am</b>	<b>Small Group/Centers</b>
<b>11:15 am</b>	<b>Circle Time</b>
<b>11:30 am</b>	<b>Outside Learning Time</b>
<b>12:00 pm</b>	<b>Lunch</b>
<b>12:30 pm</b>	<b>Rest Time</b>
<b>2:30 pm</b>	<b>Clean Up/Quiet Play</b>
<b>3:00 pm</b>	<b>Large Group Circle Time</b>
<b>3:15 pm</b>	<b>Snack</b>
<b>3:30pm</b>	<b>Outdoor Learning Time</b>
<b>4:30pm</b>	<b>Free Choice</b>
<b>5:30 pm</b>	<b>Center Closes</b>





# Important Items for School

**Please ensure your child has these items at school.**

**\*Family Photo**

This will help your child during transitions and sad times.

**\*Pull Ups, if Needed**

If your child requires a pull up for nap times, please provide a sleeve of pull ups for your child. **Please provide pull ups with a side closure.**

**\*Child Sized Blanket & Pillow for Nap Time**

The children will be putting away their own nap time items and smaller items are easier for children to carry. It also needs to fit into your child's cubby box.

**\*Lunchbox & Water Bottle**

Please provide a nutritious lunch and water for your child each day. Please make sure your child's lunchbox and water bottle are labeled with their **first and last name.**

**\*Snacks**

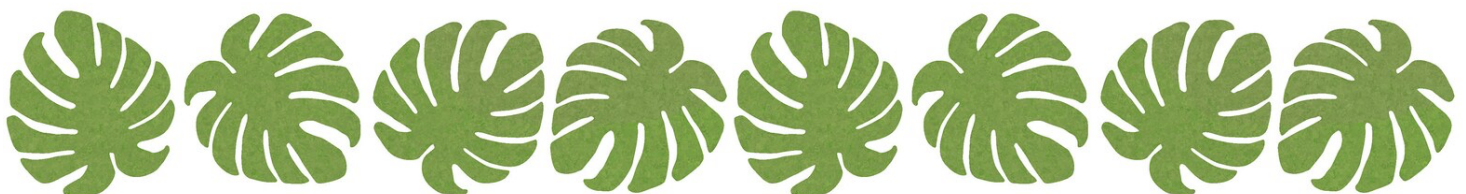
We will be eating two snacks each day. Please provide a variety of snacks to store at school. We will inform you when your child is running low.

**\*Two Sets of Extra Clothes**

We will be storing extra clothes in your child's cubby in case of accidents. Please include tops, bottoms, underwear, and shoes

**\*Sunscreen and Bug Repellent**

An authorization form will need to be signed before we can apply the sunscreen or bug spray.



# Things to Know

## **\*Drop Off and Pick Up**

Center and VPK policy states that children need to arrive by 8:30. However, to allow your child time to adjust to the class day, we ask that you bring them closer to 8:00. Please let the teacher know if your child will be arriving late due to an appointment. If your child has an appointment, they may not arrive after 11:00. Late arrival may result in your child not being able to attend that day. If your child is dropped off by family/friend, please inform them of the policy.

## **\*School Clothing**

Please dress your child in play clothes that will allow them to play and explore in a variety of activities. We will be participating in messy activities such as painting and sensory play.

## **\*Shoes**

Please have your child wear fitted, closed-toe shoes. No crocs, flip-flops, or sandals. This will ensure your child can safely join in all our activities.

## **\*Birthdays**

If you would like to bring store bought snacks for your child's birthday, we would love to help them celebrate. We can inform you of any allergies in class to help you plan your snack. Please let us know ahead of time so we can prepare.

## **\*Medication**

A Permission to Administer Medication form must be filled out before a staff member can administer medication to your child, including diaper cream. Please ensure your child's first and last name, when to administer, and dosage is on both the medication and form.

## **\*Illness**

If your child is sick (i.e. fever over 100 degrees, vomiting) please let us know and keep your child at home until they are symptom free for 24 hours. If your child becomes sick at school, we will inform you to come pick up your child and they will need to stay home until they are symptom free for 24 hours, they have been on antibiotics for 24 hours, or have a doctor's note stating they can return to school.



# Mealtimes

## **Breakfast**

We are more than happy to serve an already prepared breakfast to your child when they arrive at school before 8:30. If your child is not ready to eat it then we will serve it to them during morning snack.

## **Snacks**

Snacks will be served at 9:00 am and 3:15 pm. Each child will have their own snack bins to store their snacks.

## **Lunch**

Lunch will be served at 12:00 pm. Please provide a nutritious lunch along with a drink (water is preferred). Please cut all food into bite sized pieces.

You may bring food for us to reheat, but we cannot accept frozen or unprepared food, such as Easy Mac. Please have foods that needs to be reheated in a separate container than foods that need to stay cold. Please label all containers.





# Developmental milestones

## 4 Years



### MILESTONE DEVELOPMENT:

#### SOCIAL AND EMOTIONAL



- Enjoys doing new things
- Plays "Mom" and "Dad"
- Is more and more creative with make-believe play
- Would rather play with other children than by himself
- Cooperates with other children
- Often can't tell what's real and what's make-believe
- Talks about what she likes and what she is interested in

#### LANGUAGE/COMMUNICATION



- Knows some basic rules of grammar, such as correctly using "he" and "she"
- Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- Tells stories
- Can say first and last name

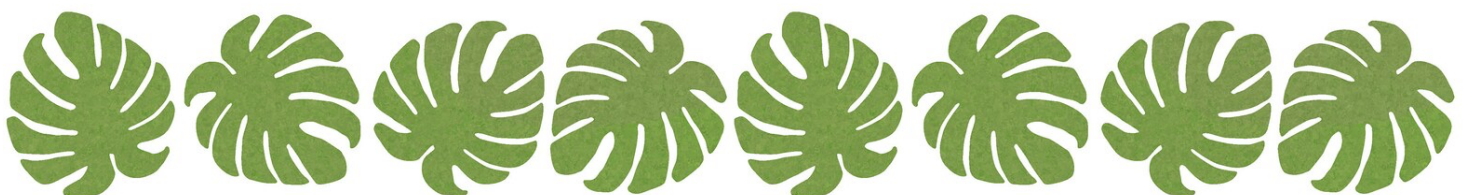
#### COGNITIVE (Thinking, Learning)

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Remembers parts of a story
- Understands the idea of "same" and "different"
- Draws a person with 2 to 4 body parts
- Uses scissors
- Starts to copy some capital letters
- Plays board or card games
- Tells you what he thinks is going to happen next in a book

#### PHYSICAL DEVELOPMENT



- Hops and stands on one foot up to 2 seconds
- Catches a bounced ball most of the time
- Pours, cuts with supervision, and mashes own food





# Learning in the Classroom

The earliest years are all about relationships. Children need secure attachments to the special people in their lives so they can feel comfortable exploring new things and places. Our focus at the beginning of the year will be social-emotional so each child feels secure and ready to explore in the classroom.

We recognize that all children grow and develop at their own pace. Learning in our classroom will be individualized so all children can participate fully.

We will be using the Creative Curriculum (below) to guide us.

SOCIAL-EMOTIONAL		LANGUAGE		LITERACY		MATHEMATICS	
1. Regulates own emotions and behaviors		8. Listens to and understands increasingly complex language		15. Demonstrates phonological awareness, phonics skills, and word recognition		20. Uses number concepts and operations	
a. Manages feelings		a. Comprehends language		a. Notices and discriminates rhyme		a. Counts	
b. Follows limits and expectations		b. Follows directions		b. Notices and discriminates alliteration		b. Quantifies	
c. Takes care of own needs appropriately		9. Uses language to express thoughts and needs		c. Notices and discriminates discrete units of sound		c. Connects numerals with their quantities	
2. Establishes and sustains positive relationships		a. Uses an expanding expressive vocabulary		d. Applies phonics rules and knowledge of word structure to decode text		d. Understands and uses place value and base ten	
a. Forms relationships with adults		b. Speaks clearly				e. Applies properties of mathematical operations and relationships	
b. Responds to emotional cues		c. Uses conventional grammar		16. Demonstrates knowledge of the alphabet		f. Applies number combinations and mental number strategies in mathematical operations	
c. Interacts with peers		d. Tells about another time or place		a. Identifies and names letters		21. Explores and describes spatial relationships and shapes	
d. Makes friends		10. Uses appropriate conversational and other communication skills		b. Identifies letter-sound correspondences		a. Understands spatial relationships	
3. Participates cooperatively and constructively in group situations		a. Engages in conversations		17. Demonstrates knowledge of print and its uses		b. Understands shapes	
a. Balances needs and rights of self and others		b. Uses social rules of language		a. Uses and appreciates books and other texts		22. Compares and measures	
b. Solves social problems				b. Uses print concepts		a. Measures objects	
PHYSICAL		COGNITIVE		18. Comprehends and responds to books and other texts		b. Measures time and money	
4. Demonstrates traveling skills		11. Demonstrates positive approaches to learning		a. Interacts during reading experiences, book conversations, and text reflections		c. Represents and analyzes data	
5. Demonstrates balancing skills		a. Attends and engages		b. Uses emergent reading skills		23. Demonstrates knowledge of patterns	
6. Demonstrates gross-motor manipulative skills		b. Persists		c. Retells stories and recounts details from informational texts		SCIENCE AND TECHNOLOGY	
7. Demonstrates fine-motor strength and coordination		c. Solves problems		d. Uses context clues to read and comprehend texts		24. Uses scientific inquiry skills	
a. Uses fingers and hands		d. Shows curiosity and motivation		e. Reads fluently		25. Demonstrates knowledge of the characteristics of living things	
b. Uses writing and drawing tools		e. Shows flexibility and inventiveness in thinking		19. Demonstrates writing skills		26. Demonstrates knowledge of the physical properties of objects and materials	
		12. Remembers and connects experiences		a. Writes name		27. Demonstrates knowledge of Earth's environment	
		a. Recognizes and recalls		b. Writes to convey meaning		28. Uses tools and other technology to perform tasks	
		b. Makes connections		c. Writes using conventions		SOCIAL STUDIES	
		13. Uses classification skills				29. Demonstrates knowledge about self	
		14. Uses symbols and images to represent something not present				30. Shows basic understanding of people and how they live	
		a. Thinks symbolically				31. Explores change related to familiar people or places	
		b. Engages in sociodramatic play				32. Demonstrates simple geographic knowledge	
						THE ARTS	
						33. Explores the visual arts	
						34. Explores musical concepts and expression	
						35. Explores dance and movement concepts	
						36. Explores drama through actions and language	
						ENGLISH LANGUAGE ACQUISITION	
						37. Demonstrates progress in listening to and understanding English	
						38. Demonstrates progress in speaking English	



# Wish List

**I would appreciate any of the following...**

## **Teacher Supplies**

**\***

**\*thin black dry erase markers**

## **Cooking Supplies**

**\*cheap, plain white paper plates**

**\*thin cutting boards**

## **Classroom Materials**

**\*sensory table toys - funnels, measuring cups, small  
tongs, sorting cups**

**\*gallon sized zip lock bags**

