



Welcome to the Preschool Room!



Meet Our Preschool Teachers!

****For the most part, our staffing is consistent. However, due to illness and/or vacation, other staff may fill in from time to time****

Meet Miss Brenda...My name is Brenda Bates and I have been with TLC since 1991. I spent 13 years teaching in the Toddler classroom and now teach in the Preschool classroom. I earned my CDA from Manor College in 2010 and I am currently working on my Associates Degree at Bucks CCC.

I believe that children learn best through play. I try to guide them through their play and add as many learning opportunities that I possibly can into each activity. I enjoy enriching their learning experiences by adding new ideas and materials and asking questions as they play.

I also believe that children need lots of fresh air and sunshine so I take the children outside as much as possible to explore the world around us. Something as simple as throwing rocks in the water can be a great learning experience. I try to make each day as fun as I can and allow the children to choose what they would like to do, that way they will actively participate in the activities.

I enjoy coming to work every day and spending time with the children watching them grow and learn. In my spare time I do a lot of camping, hiking and walking with my Husband (Tim), Son (Alex) and our Boxer (Moose). And I read A LOT!

Meet Miss Tyleyia...My name is Tyleyia Cassel and I teach in the Preschool room. I graduated from Pennridge High School in 2013 and started working at TLC as a volunteer. I got my Preschool CDA Credential in 2018. I really enjoy teaching the kids some dance moves like line dancing, Zumba, and even choreograph my own dance routines to engage the children with music and movement! I also enjoy reading books to the kids and love to teach the kids how to play new board and card games. We have a good time playing relay races together as well!

I want each child to feel encouraged to join any of the activities and engage with one another as well as have a little bit of fun while learning. I look forward to working with your young learner this year!

Meet Miss Kiersten...Hi! My name is Kiersten Polachek. I am currently working towards my associates in Early Childhood Education. I found my love for teaching at my previous center where I worked with the pre-K and kindergarten classrooms. I am enjoying the experience working with preschoolers! I have been working in childcare since 2017. I cannot wait to get to know all of you and your children.

I love being a teacher because I love watching children progress throughout the year and seeing their little light bulbs go off. They bring so much happiness and education into my life. I find myself learning so much from them. I want the children to know they can come to me for anything and I am willing to always participate in an activity. The best part of teaching is watching their communicative, social and cognitive skills develop. They make life better!

WELCOME TO PRESCHOOL

Things to know...

Welcome to the Preschool room! We are looking forward to guiding your child through their day, helping them to make new friends, teaching them lots of new things, and having fun along the way.

You will find a coat cubby and a bin for personal items in our classroom. Personal items include a complete change of clothes (or two if your child is still potty training), and soft toy for napping. Please do not bring other toys from home. On top of the cubbies is a file box. Each child has their own file which we use for communication from the office and notes from the teacher. Please check your child's file on a daily basis.

You will need to provide a lunch and a drink for your child. Please make sure that your child's lunch is ready to eat. We are only able to heat prepared food. Please refrain from sending in unopened cans of soup or food that requires lengthy heating times (microwave meals or uncooked mac and cheese). Lunchables that require your child to prepare them like sandwiches and pizza should be avoided. All foods that contain meat or dairy products must be placed in the refrigerator to maintain a safe eating temperature. Please make sure containers are labeled. If you choose to send a sippy cup with your child, please avoid cups with a hard top lid. Straw top cups are recommended for preschool children.

We ask that you provide a crib sheet and a blanket for naptime. You may also bring a small pillow. Please provide either a small backpack or a reusable shopping bag to store your child's nap items. We will send nap items home every week to be washed.

If your child is still working on potty training, please provide pull-ups that Velcro on the side as your child needs them and also diaper wipes as your child needs them (these will only be used by your child). These items are stored outside our bathroom in a labeled bin.

We ask that you please give us a call if your child is sick, coming late, being picked up early, or just taking a day off.

Please feel free to stop by and visit our classroom. We are always happy to answer any questions you might have. You can also email us at:

tlcpreschoolclass1@gmail.com

We are looking forward to an awesome year in Preschool!

PRESCHOOL DAILY SCHEDULE

Schedule is subject to change according to the needs of the children and/or staffing needs

6:30-8:45 Breakfast and free play (all centers open)

8:45-9:00 Clean up, bathroom break and wash hands for snack

9:00-9:15 Snack

9:15-9:45 Circle/Meeting time...read books, sing songs, finger plays, calendar, discussions about the weekly theme and our activities for the day

9:45-10:45 Learning centers: computer, dramatic play, blocks, manipulatives, art, writing table, music, science, and library

10:45-11:30 Outside gross motor play (weather permitting). Walks, playground, races, lot, and group games.

11:30-11:45 Bathroom breaks and wash hands

11:45-12:15 Lunch

12:15-12:30 Quiet time. Getting ready for nap. Quiet books on our beds

12:30-2:30 Naptime. Quiet toys for children who don't nap.

2:30-3:00 Bathroom break, put nap mats away and wash hands for snack

3:00-3:15 Snack

3:15-4:00 Outdoor play

4:00-5:00 Free play in the classroom (all centers open)

5:00-6:00 Combine in Fellowship Hall for gross motor play and table activities

Your Child at 3 Years



Child's Name _____

Child's Age _____

Today's Date _____

Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 3. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children Do by this Age:

Social/Emotional

- ☐ Copies adults and friends
- ☐ Shows affection for friends without prompting
- ☐ Takes turns in games
- ☐ Shows concern for a crying friend
- ☐ Understands the idea of "mine" and "his" or "hers"
- ☐ Shows a wide range of emotions
- ☐ Separates easily from mom and dad
- ☐ May get upset with major changes in routine
- ☐ Dresses and undresses self

Language/Communication

- ☐ Follows instructions with 2 or 3 steps
- ☐ Can name most familiar things
- ☐ Understands words like "in," "on," and "under"
- ☐ Says first name, age, and sex
- ☐ Names a friend
- ☐ Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- ☐ Talks well enough for strangers to understand most of the time
- ☐ Carries on a conversation using 2 to 3 sentences

Cognitive (learning, thinking, problem-solving)

- ☐ Can work toys with buttons, levers, and moving parts
- ☐ Plays make-believe with dolls, animals, and people
- ☐ Does puzzles with 3 or 4 pieces
- ☐ Understands what "two" means
- ☐ Copies a circle with pencil or crayon
- ☐ Turns book pages one at a time
- ☐ Builds towers of more than 6 blocks
- ☐ Screws and unscrews jar lids or turns door handle

Movement/Physical Development

- ☐ Climbs well
- ☐ Runs easily
- ☐ Pedals a tricycle (3-wheel bike)
- ☐ Walks up and down stairs, one foot on each step

You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- ☐ Is missing milestones
- ☐ Falls down a lot or has trouble with stairs
- ☐ Drools or has very unclear speech
- ☐ Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- ☐ Doesn't speak in sentences
- ☐ Doesn't understand simple instructions
- ☐ Doesn't play pretend or make-believe
- ☐ Doesn't want to play with other children or with toys
- ☐ Doesn't make eye contact
- ☐ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
2. Call any local public elementary school for a free evaluation to find out if your child can get services to help.

For more information, go to cdc.gov/Concerned.

DON'T WAIT.

Acting early can make a real difference!



www.cdc.gov/ActEarly
1-800-CDC-INFO (1-800-232-4636)



Download CDC's
Milestone Tracker App

Learn the Signs. Act Early.

Help Your Child Learn and Grow

You can help your child learn and grow. Talk, read, sing, and play together every day. Below are some activities to enjoy with your 3-year-old child today.



What You Can Do for Your 3-Year-Old:

- ☐ Go to play groups with your child or other places where there are other children, to encourage getting along with others.
- ☐ Work with your child to solve the problem when he is upset.
- ☐ Talk about your child's emotions. For example, say, "I can tell you feel mad because you threw the puzzle piece." Encourage your child to identify feelings in books.
- ☐ Set rules and limits for your child, and stick to them. If your child breaks a rule, give him a time out for 30 seconds to 1 minute in a chair or in his room. Praise your child for following the rules.
- ☐ Give your child instructions with 2 or 3 steps. For example, "Go to your room and get your shoes and coat."
- ☐ Read to your child every day. Ask your child to point to things in the pictures and repeat words after you.
- ☐ Give your child an "activity box" with paper, crayons, and coloring books. Color and draw lines and shapes with your child.
- ☐ Play matching games. Ask your child to find objects in books or around the house that are the same.
- ☐ Play counting games. Count body parts, stairs, and other things you use or see every day.
- ☐ Hold your child's hand going up and down stairs. When she can go up and down easily, encourage her to use the railing.
- ☐ Play outside with your child. Go to the park or hiking trail. Allow your child to play freely and without structured activities.

Milestones adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shekov and Tanya Renner Altsmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

www.cdc.gov/ActEarly | 1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.

Why Parents Should Skip the Sippy Cup and Start with Straws

- Amy Yacoub, MS, CCC-SLP
- April 20, 2021



When it's time to say "bye-bye" to bottles, parents may think that giving their child a sippy cup with a similar spout is spill-free, natural next step to transition to. In fact, sippy cups have become somewhat of a staple in many households. But here's the thing. While sippy cups may be convenient for parents to "grab and go" and avoid messes, they can actually impede your baby's speech, language, and feeding development. Here's the science behind why you should skip the sippy cup and the benefits behind your child using a straw instead.

Differences in the Development of Oral Muscles

Sippy Cups Can Delay Muscle Development

Did you know that the [way a child sucks and swallows](#) changes as they grow? Babies use what's known as anterior-posterior tongue movement (from the front to back of the mouth) while breastfeeding or drinking from a bottle. Around 1 year-old, babies usually develop a mature swallow pattern. The tip of their tongue touches the roof of their mouth (just behind the top teeth) and makes the motion of a wave to propel liquids into their throat. If you think about the hard spout of a sippy cup in a child's

mouth, you'll realize that this blocks his or her tongue from reaching up to that spot. Without practice learning and developing this more advanced way of using their tongue to swallow, a child can have trouble chewing and swallowing new textures of foods.

Straws Strengthen Oral Muscles

Drinking from a straw encourages your child to develop that more advanced way of sucking and swallowing. When using a straw to drink, he or she is strengthening the lip, tongue, and cheek muscles. Instead of using a “suckling” method of drinking (like with traditional sippy cups), little ones are able to practice using the mature pattern of swallowing that will allow him or her to safely drink and eat. More good news about using straws? It doesn't mean you'll have to clean up more spills! This [Thinkbaby cup](#) has a no-spill straw, and there are [several other fantastic cups](#) like this on the market.

Helping vs. Hindering Speech Development Sippy Cups Can Impede Proper Speech Development

When a child uses a pacifier or a sippy cup with a hard spout frequently or for an extended amount of time, he or she can start to show signs of a speech delay. That's because the [muscles in the mouth](#) that he or she might not be strengthening and developing while drinking from a sippy cup are the same ones that are used to speak. Children who often drink from sippy cups might rest their tongue more forward in their mouth at other times throughout the day. Doing this instead of “tucking” it on that bumpy ridge (known as the alveolar ridge) behind the top front teeth can stop speech and language skills from advancing. The tongue has to be strong and coordinated enough to make sounds like “T”, “D”, and “L”. [Research](#) tells us that there's a correlation between where the tongue is positioned during swallowing and a child's articulation of speech sounds.

Straw Drinking Supports Speech Abilities

Around the same time parents transition their child from a bottle to a cup (about 1 year-old), they're also likely to be anticipating his or her first word being spoken! When a child drinks from a straw, he or she develops strong lip muscles by sealing them around the straw. These lip muscles are also needed for little ones to produce [early consonant sounds](#) like “M”, “P”, and “B”. To prevent your little one from putting the straw too far into their mouth or biting it, consider cutting the tip of the straw so it's shorter or [use a lip block](#). [Reusable silicone straws](#) are convenient and easy to stick in your child's cup, wherever you might be. By drinking from a straw, which encourages your child to keep their tongue in the right position, you can prevent him or her from the negative effects of becoming a [mouth breather](#).

Consider Consulting a Speech-Language Pathologist

A Speech-Language Pathologist (also known as a “Speech Therapist”) can assess your child’s speech, language, and feeding skills. If you feel like your child is having trouble transitioning from a bottle to a cup, drinking from a straw, or is delayed in speech and language development, consider scheduling an evaluation. After an initial assessment, the Speech Therapist can provide you with recommendations and strategies for helping your child in these areas. Additionally, regular therapy sessions may be recommended to continue improving your child’s feeding and speech skills. [TherapyWorks](https://therapyworks.com) provides Speech, Occupational, Feeding and Physical Therapy Services in-home and via teletherapy – a safe, convenient, and effective option.

Source: <https://therapyworks.com/blog/language-development/skip-sippy-cup-for-straws/>

How Sippy Cups Can Cause Speech Difficulties?



What is a Sippy cup and why is it used?

A Sippy cup is a training cup usually made of plastic with a screw or snap-on lid and a spout that lets your child drink without spilling. A Sippy cup is usually preferred as a transition from nursing /bottle feeding to a regular open mouth cup. Most parents encourage children to use sippy cups (sometimes starting as early as 6 months).

Infant Sucking/Swallowing Reflex

When babies suck milk they through breast or bottle they having a sucking reflex in which they roll their tongue back and forth to get milk. With time this reflex should mature and the tongue should go inside the mouth while feeding.

Oral Motor Development

Looking closely at the research you will find that getting your child used to sippy cups can affect his oral motor development. When children transition from nursing/bottle to hard spout sippy cups they tend to still keep their tongue under the spout which doesn't let them develop a mature sucking reflex which is needed for normal oral motor development. When toddlers continue to use the infant sucking pattern they can also have poor chewing and swallowing skills affecting their feeding regime.

Speech Difficulties/Misarticulations

Children who constantly suck through sippy cups even after the age of 3, might develop an open bite (occurs when upper and lower teeth don't come together when the mouth is closed). Such children can also have dental problems with primary upper teeth. Kids with open bites can have articulation (pronunciation) errors with speech sounds like, s,t,th etc. **Please note**** This picture depicts Open Bite. In this case, it has not been caused by Sippy Cups, it is just to show how an open bite and a tongue thrust can look like.



Tongue Thrust

A condition called as Tongue Thrust can also manifest if sippy cups with valves are used excessively. In this condition, the tongue protrudes through the front teeth during speaking, swallowing and even at rest. A child with a tongue thrust can have speech difficulties including misarticulations (t,d,l,n). The traditional hard spout sippy cups encourage the tongue to sit more forward in the mouth.

Transition with Straw Cups

The next step recommended after nursing/bottle is using a regular cup with the help of an adult. Using a cup will help your child in developing a well-coordinated swallow pattern where he can practice intake of the fluid at his own pace. Alternately you can offer a straw cup to your child. Children who practice drinking from straw get to work up their cheeks, jaws, tongue in a coordinated manner which aids in speech development.

Which Sippy Cups are recommended

Here are some pictures of sippy cups which you can use with your child. Although it's best to transition over to regular cups as soon as you can!



Source: <https://1specialplace.com/2018/02/01/sippy-cups-can-cause-speech-difficulties/>

*February 2018