



**Welcome to
Pre-K 1 !**



Meet The Pre-K 1 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****

Hi! I'm Mr. Marques and I am excited to join the Pre-K team! I have over ten years of experience in the Early Childhood field and I am very excited to bring my expertise to TLC! I also have experience as a basketball coach and a podcast host! I bring a lot of diverse experiences to my classroom knowledge, and I look forward to sharing that with your children. I know that this school year will be amazing!

My name is Ms. Jami and I am so excited to be joining the TLC Preschool family! I have several years of experience in the field and also hold an Associate's degree in Early Childhood. I have a young son of my own and we are both so excited to be here! I look forward to partnering with you and your child in their Pre-K year!

Our Goal

Our goal as your child's Pre-K teachers is to get your child ready for Kindergarten. We have attached a Kindergarten readiness page at the end of this packet so you can see some skills we will be working on. We will be using a social emotional program called Second Step. We will also be utilizing the Creative Curriculum for lesson planning. Our language, literacy, and writing program will be based on Foundations.

Pre-K1 Daily Schedule

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

6:30 - 8:45	(Toddlers till 7:00 am) Free Choice Centers
8:45 - 9:00	Bathroom
9:00 - 9:15	Morning Snack
9:15 - 9:45	Free choice centers, planned small group activities (Literacy, Math, science, sensory, art, theme)
10:30 - 11:15	Gross Motor Play (Fellowship Hall 11:00 - 11:30)
11:15 - 11:45	Social Emotional/Large Group Activity
11:45 - 12:00	Wash hands
12:00 - 12:30	Lunch
12:30 - 12:45	Bathroom and quiet reading on nap mats
1:00 - 2:30	Nap
2:30 - 3:00	Afternoon Snack/Bathroom
3:00 - 4:00	Free Choice Centers
4:00 - 4:45	Gross Motor Play (Fellowship Hall 3:30 - 4:00)
4:45 - 5:45	Fellowship Hall

Pre-K 1 Important Information

- Backpack- We ask that every child has a backpack that they will be bringing to school and taking home every day.
- Lunch- Please provide your child with a lunch and a filled water cup every day. We will send home lunch box and water cup every day in their backpack. (label all containers and bags)
- Naptime- You are responsible for providing your child with a fitted crib sheet, blanket, and optional small stuffed animal to be used at naptime. They will be sent home every Friday to be washed and returned on Monday.
- Extra clothing- Please send in 2 extra sets of clothing (socks, underwear, tops, bottoms) in case we get messy or have an accident.
- Assessments- Your child will be assessed 3 times a year in all developmental areas, report cards will be sent home. Conferences are offered at the fall and spring assessment times.
- Communication- We will use the Teaching Strategies Tadpoles App and e-mail to communicate with families. Our class e-mail is tlcprek1@gmail.com. Every day you will receive a daily report about your child's day through the Tadpoles Parent app. It will include all of the activities we did throughout the day and some photos. We will write reminders and general/specific notes as well, it is very important that you check it out daily, we are excited to show you all the fun ways we are learning.
- Please **do not** send your child to school with toys. Toys are not permitted in the classroom without pre-approval from your child's teacher.
- Please avoid putting birthday invitations in cubbies if you are not inviting all boys and girls to the party. Talk to your child's teacher if you would like to arrange an alternative means of distribution when all children are not invited.

Please put your child's first and last name on ALL of their belongings!

These are the steps a child goes through when they are learning to write. It is a PROCESS!

EVOLUTION OF A CHILD'S WRITING

(Drawings are an important part of a child's writing and often a child will repeat the theme of his/her drawing on subsequent pages)

 <p>1. Scribble Stage (Starting point any place on the page)</p>	 <p>2. Scribble (Left to right progression)</p>	 <p>3. Mock Letters (Can be personal or conventional)</p>
 <p>4. Letter String (Left to right and progressively downward)</p>	 <p>5. Groups of letters with space in between to resemble words</p>	 <p>6. Picture Labeling (Matching beginning letter to sound)</p>
 <p>7. Copies Environmental Print</p>	 <p>8. Uses first letter of a word to represent the word</p>	 <p>9. Uses beginning letter and ending letter to represent the word</p>
 <p>10. Hears Medial Sounds (Writes word with beginning, medial and ending letters)</p>	 <p>11. Phrase Writing</p>	 <p>12. Whole Sentence Writing</p>

The following are excerpts from the following article: [Is Your Child Ready for Kindergarten?](#) by Beth Arky

Please visit this website for more information: <https://childmind.org/article/is-your-child-is-ready-for-kindergarten/>

When should children start kindergarten? It is assumed that most kids are ready by the time they are eligible, at 4 1/2 or 5 years old. But increasingly parents are choosing to hold them back. Some parents think it's advantageous for their kids to be among the oldest in the class – that's called [redshirting](#). Other parents are concerned that their child may not have developed the skills they will need to do well in kindergarten. As a parent, how can you know if it's better to wait a year?

A lack of readiness

When considering whether a child is ready for kindergarten, [Laura Phillips](#), PsyD, a clinical neuropsychologist at the Child Mind Institute, says the focus is not on pre-academic skills, such as mastery of letters, numbers, colors and shapes.

Instead, Dr. Phillips says the more crucial piece in deciding about kindergarten has to do with children's social-emotional and language development, as well as their self-regulation skills — their ability to pay attention and manage their emotions and behavior.

She looks at these factors:

- Does the child have the ability to play cooperatively or even show interest in being with peers?
- Are they able to share appropriately?
- Do they show enthusiasm toward learning? For instance, are they eager to explore and discover? Are they comfortable asking questions? Are they okay with risk-taking? Do they have the capacity to persevere when things become difficult?
- Are they able to communicate their needs to teachers or peers?
- Can they sit and listen for an extended period of time? "Story time is a huge component of kindergarten," Dr. Phillips say, "and a lot of kids have not been exposed to that type of structure."

- Do they have the desire to be independent? Do they have trouble separating from their parents?

The independence piece

Kindergarten teacher Donna Pollack Sacks considers independence the key. “It doesn’t matter if your child is academically ready,” she says. “If they aren’t ready to navigate a classroom, they should be held back.” She has more questions parents should ask themselves, including whether their child can follow simple directions and take care of bathroom needs.

“I can teach a child language and math skills along with how to hold a pencil and how to cut with scissors,” Pollack Sacks says. “But my job is infinitely more difficult when my students have no experience with being independent.”

Expectations have changed

Angie Cole Maranville, an elementary school special-education teacher for more than 18 years, notes that kindergarten expectations have changed greatly, challenging the readiness of some 5-year-olds.

In many places, she said, “kindergarten is now all day long and very academic. A lot of 5-year-olds are not developmentally ready to sit for extended periods.” She also often notices what she calls a huge difference in fine motor readiness. “Young 5-year-olds struggle to fit their letter and numbers into small boxes on worksheets. They get frustrated when this happens.”

Concerns about ADHD misdiagnosis

A [well-publicized study](#) last year may also give parents pause about enrolling younger children in kindergarten. The study found that kids who are among the youngest in their class, especially boys, are more likely to be diagnosed with ADHD than those who are among the oldest, which suggests that at least some of the children are being misdiagnosed simply because they are younger.

Dr. Phillips acknowledges the risks of confusing immaturity — including a shorter attention span, less ability to sit still, and more impulsivity — with symptoms of ADHD. She often encourages parents of boys who have late birthdays and who exhibit immaturity relative to their peers to hold them back, to give them that extra year to develop some of those skills.

But she also notes that if a child of kindergarten age seems to meet criteria for ADHD, the first line of treatment would be therapy to improve attention and behavioral regulation — not medication — and that should be beneficial whether the weakness is due to ADHD or immaturity. If it's the latter, the child could be expected to catch up over time. If it's the former, he is likely to need ongoing treatment. "Being older won't eliminate a child's ADHD. You need [other interventions](#) that are evidence-based to manage those symptoms."

Should children with diagnoses be held back?

What about the idea of delaying kindergarten for kids with mental health and developmental issues including anxiety, autism and learning disorders? Dr. Phillips says this isn't how to address them: "Age is not going to remediate the weaknesses associated with those disorders." And with almost all mental health and learning disorders, the sooner children get support, the better the prognosis. "A child with anxiety is not going to outgrow her anxiety just because she started kindergarten a year later," Dr. Phillips says. "We need to [treat the anxiety](#)."

If there aren't already supports in place, it's the time to consider things like an [Individualized Education Program \(IEP\)](#), a [Section 501 plan](#), [paraprofessionals](#) and possibly a specialized private school or a special-education placement within the public school system.

When it comes to learning disabilities, Dr. Phillips says that if a child has been exposed to pre-academic skills — such as learning colors, numbers and letters — and isn't mastering them, that's a warning sign that there might be some sort of underlying learning problem. "But that is not a reason to hold the child back," she says. Instead, it's cause to consider supports or an alternative school setting.

Will your child be ready for kindergarten?



Help your child succeed in school

Being "ready" means more than counting and saying the alphabet.

- Does your child know that the letters make sounds and know at least 8 - 12 letters?
- Can your child count to 20 and recognize single digit numbers?
- Do they play with large and small objects in constructive ways?
- Can they complete steps of a simple task?
- Do they know how a book opens and how to follow the words on a page?

**Talk with your child every chance you get.
Kids learn by being part of the conversation!**

Do these 10 things every day

1. Show hem you are learning, too. Tell them what you learned today.
2. Encourage them to try something new and help them succeed.
3. At bedtime, read a story and discuss it. What was their favorite part? Why?
4. Walking around, look at signs and point out letters on them and the sounds they make.
5. Around the house, have them sort and arrange things like forks and spoons, coins or laundry.
6. On the bus or at the store, count a new thing every day. Look for numbers and talk about what they mean.
7. Listen for what they think, know, or want to know.
8. Limit screen time and encourage them to make up their own games.
9. Tell them what you notice they are good at, and offer challenges based on their strengths.
10. Show your love, stay close, and say three positive things for every negative.

How is my child doing?

Skills that kindergarten teachers are looking for:

		Not yet	Sometimes	Usually
Social and emotional				
1.	Expresses feelings appropriate to the situation			
2.	Knows own preferences and abilities			
3.	Can suggest simple solutions to conflict			
4.	Can follow rules and routines			
Language				
5.	Recognizes 8-12 letters (upper case and lower case)			
6.	Recognizes name or other words in print			
7.	Makes beginning sounds in short words			
8.	Matches 6-10 letters with their sounds			
9.	Remembers details from stories			
10.	Uses cover and pictures to talk about a book			
11.	Writes own name, with most letters correct			
12.	Plans and tells, draws, or writes a story			
13.	Speaks in understandable sentences			
14.	Responds appropriately to directions and questions			
15.	Talks with familiar adults and peers			
Math				
17.	Counts to 20			
18.	Knows written numbers from 1 to 10			
19.	Understands simple addition and subtraction			
20.	Names squares, circles, triangles and rectangles			
21.	Describes the order of objects (first, next to)			
22.	Compare two objects (bigger, taller, heavier)			
23.	Sorts, counts and compares quantities			
Approaches to learning				
24.	Shows interest in new experiences			
25.	Acts out familiar story lines, gives out and/or takes on roles			
26.	Sticks with chosen activities, even when they get hard			
27.	Breaks tasks into steps and does them one at a time			
Physical development				
28.	Tries to solve problems in different ways, gets needed help			
29.	Handles small and large objects			
30.	Moves whole body with confidence			

These 30 skills are based on the PA Office of Child Development and Early Learning (DCOEL) Kindergarten Entry Inventory Project