



Parent Resource Guide 2024-2025

This document contains proprietary information and is for COA-enrolled families only.

Table of Contents

Educational Mission Statement	3
Education Philosophy	4
Mind & Body Matters	5
STAR Curriculum	9
COR Advantage	10
Parent Engagement (Apps)	11
Parent – Teacher Conferences	12
Curriculum Themes 2021-2021	13

Infants Educational Program

Presidential Fitness – Baby Yoga	15
Baby Signs	17
Positive Parenting Tips	20
Sleep Safe Guidelines	20
CDC Developmental Milestones	21
HighScope KDIs	26
Academic Plans	28

Toddlers Educational Program

Presidential Fitness – Shake, Wiggle & Grow	33
Asking Open-ended Questions	33
Help! How can I solve common behavior problems?	35
Baby Signs	36
CDC Developmental Milestones	39
HighScope KDIs	40
Academic Plans	42

Twos Educational Program

Presidential Fitness – Shake, Wiggle & Grow	47
Asking Open-ended Questions	47
Help! How can I solve common behavior problems?	49
Baby Signs	50
CDC Developmental Milestones	53
Potty Training Tips	54
HighScope KDIs	56
Academic Plans	58

Preschool 1 Educational Program

Presidential Fitness	63
Asking Open-ended Questions	63
Help! How can I solve common behavior problems?	65
CDC Developmental Milestones	66
Potty Training Tips	68
HighScope KDIs	70
Academic Plans	73

Preschool 2 Educational Program

Baby Bentley Letter	78
Presidential Fitness	79
Asking Open-ended Questions	79
Help! How can I solve common behavior problems?	81
CDC Developmental Milestones	82
HighScope KDIs	84
Academic Plans	85

Pre-K Educational Program

Presidential Fitness	90
Asking Open-ended Questions	90
Help! How can I solve common behavior problems?	92
Kindergarten Readiness: Are YOU Ready	93
Sight Words	94
CDC Developmental Milestones	95
HighScope KDIs	97
Academic Plans	98

Educational Mission Statement

Children of America's commitment is to provide a safe, developmentally appropriate environment for infants through elementary school children. Our emphasis is to provide a stimulating educational experience that promotes every child's social, emotional, physical and cognitive development. We deliver educational programs that foster self-esteem, encourage curiosity and inspire children to become lifelong learners.



Educational Philosophy

We believe that young children can come to school eager to learn and that they can and should take responsibility for their learning. We believe that children construct knowledge through exploration, observation and reflection. We believe children learn concepts through hands-on interactions with materials, people, events and ideas in activities that are meaningful to them. We believe that children learn by acting as leaders as well as followers; they enjoy giving directions and seeing others carry them out. We believe that children given choices engage in purposeful activity as they attempt to achieve the goals they set for themselves. We believe children practice a skill or test their own knowledge until they are sure of it; they approach the next level when they are ready. We believe that children need to learn and develop in all domains; social and emotional skills underlie children's ability to acquire knowledge in other content areas.

We believe that a quality early childhood program focuses on the needs of the whole child. We believe children are our greatest resources and they are to be nurtured and cherished.

- We believe our employees are continual learners and so we provide ample opportunities for learning and growing. We believe in a meaningful opportunity to engage in our daily plans.
- We believe in offering exceptional customer service and excellence in childcare.

- At COA, we are committed to continuously developing new and innovative programming, so every child has access to the most current and relevant curriculum available. Our primary mission is to offer healthy doses of love and understanding as we prepare the young children in our care for higher learning.





COA MISSION, VISION & VALUES



ACCOUNTABILITY

"Empower self-decision making by not dwelling on but accepting responsibility and learning from one's mistakes that will move the organization forward by serving the company's mission, vision and values."



GROWTH MINDSET

"Think generational, where obstacles are viewed as opportunities for the company's growth while accepting feedback to enhance the development and growth of both employees and the organization."



CONSISTENCY

"By ensuring continuity of care, the organization can uphold its brand and enable stakeholders to have clear expectations of its experience."

Our shared mission is:

To provide educational childcare solutions to working families through quality programming, flexibility, and value for the communities we serve.

Our shared vision is:

Be the Preferred choice for Families, and Team members across communities in need.



COLLABORATION

"Aligning on solutions that understand the needs of our stakeholders to serve the organizations mission, vision and values."



INTEGRITY

"Going beyond honesty and loyalty by considering the impact of decisions and doing what's right for all stakeholders."



2024-2025 ACADEMIC YEAR EDUCATION AT A GLANCE

SEPTEMBER

2: Labor Day – **CLOSED**
3: 1st Day New School Year
6: Grandparents Day Event
Back to School Event*

OCTOBER

14: Columbus/Indigenous Peoples' Day (PDD) – **CLOSED**
29: **Stakeholder Meeting**
31: Halloween – close 2 hrs. early
Fall Fest*

NOVEMBER

15: Bentley's Birthday
22: FEAST!
26: **Virtual Workshop**
27: Thanksgiving Eve – close 2 hrs. early
28: Thanksgiving – **CLOSED**
29: Day After Thanksgiving – **CLOSED**
30: **Family Surveys Due**

DECEMBER

24: Christmas Eve – close at 1pm
25: Christmas Day – **CLOSED**
30: **Virtual Workshop**
31: New Years Eve – close 2 hrs. early
Winter Show*

JANUARY

1: New Year's Day – **CLOSED**
20: MLK Jr. Day – **CLOSED**
28: **Virtual Workshop**
28: 100th Day of School*

FEBRUARY

14: Valentine's Day
19: Presidents Day (PDD) – **CLOSED**
25: **Virtual Workshop**
Family-Led Conferences*

MARCH

2: Dr. Seuss's Birthday
10-14: CACFP Week
17: St. Patrick's Day
26: **Virtual Workshop**
Baking w/ Bentley Family Night*
31: **Family Survey Due**

APRIL

7-11: Week of the Young Child
18: Spring Celebrations
Spring Stakeholder Meeting*

MAY

5-9: Teacher Appreciation Week
9: Muffins in the Morning Event
26: Memorial Day – **CLOSED**
27: **Virtual Workshop**
Pre-K Graduation*
Parent-Teacher Conferences*

JUNE

13: Donuts w/ Grown-ups Event
19: Juneteenth

JULY

4: Independence Day – **CLOSED**
Family Fitness Night*

AUGUST

Family-Led Conferences*

*Dates vary by school.

Early Dismissal & School Closures



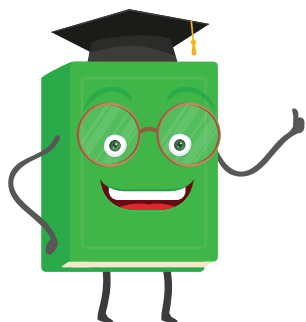
HOLIDAY CLOSURES INCLUDE

- New Year's Day
- Dr. Martin Luther King Jr. Day
 - Memorial Day
- Independence Day
 - Labor Day
- Thanksgiving Day
- Day After Thanksgiving Day
 - Christmas Day

EARLY CLOSURES INCLUDE

Subject to weekdays only

- New Year's Eve (two hours early)
 - Halloween (two hours early)
- Thanksgiving Eve (two hours early)
 - Christmas Eve (1 p.m. closure)



PROFESSIONAL DEVELOPMENT CLOSURES INCLUDE

- Presidents' Day
- Columbus Day

COA's standard policy is to observe Friday as a holiday when a holiday falls on Saturday, and Monday when the holiday falls on Sunday. Exceptions may occur and will be announced in advance. Early dismissals are in effect when the holiday falls on a weekday.

Mind & Body Matters

COA Mind & Body Matters program is one of a kind and supports the development of the whole child. Combining four powerful components, our system is designed to educate young minds, advance reading skills and convey the benefits of nutrition and fitness. This platform supports the fundamental belief that parents and educators play a crucial role in helping children develop a passion for education, the written word, fitness and healthy eating choices. As child development experts, we believe it is our duty to bring the best in resources to the children and families we serve. That is the COA difference and what we call the “COA Experience.”





Current research calls reading aloud to children "...the single, most important activity for building the knowledge required for success in reading." When children learn to read, they possess a key that opens the doors of knowledge in the world.

The foundation for learning begins in infancy. Toddlers and preschoolers are especially eager to learn and are influenced greatly by adults reading to and with them. Our Bentley book series encourages students to follow our Jack Russell mascot, Bentley, on all kinds of exciting adventures!

Traveling Bentley

An offshoot of the book series is our interactive Traveling Bentley program, where Bentley visits every COA school throughout the year meeting our children and opening up a world of imagination and possibility. Traveling Bentley is used to create exciting social studies activities. He has landed on Plymouth Rock, seen the Empire State Building, been offered a Philly Cheese Steak and sat in the dugout at a Chicago Cubs baseball game. As he travels, schools send photos, storyboards and little souvenirs to the next center. Children can also volunteer to care for Baby Bentley over the weekend. Sharing Bentley's exploits and care duties support constructive decision-making, planning and self-management in our young ones. Like Traveling Bentley, Baby Bentley encourages children and parents to create family adventures with the little guy over a weekend. Bentley has his own email address, and families are encouraged to send pictures and keep a weekend journal.

Six times a year, children draw pictures and write sentences that go along with the book's current theme. Then, "Bentley" writes his portion of the story, the books are published and distributed to each classroom in all our schools. Then the fun really begins.





Just Read Literacy Program

Early literacy is typically cited as the most important academic skill in school readiness. Language is critical for learning across the curriculum.



What is it?

Children are born communicators! They can't wait to share their ideas. Listening to what the world has to say is evident as they develop. These skills are critical because knowledge is transmitted by the following methods: gestures, verbal language and written communications.

Birth through five years is the time when the foundation for all learning is laid. Now is the time a child's brain needs to have positive and diverse skills etched onto it. The preschool years offer a unique opportunity for adults to provide experiences that are critical to the ongoing development of the listening, speaking, reading and writing skills that precede a lifetime of learning.

Why is it important?

- Alphabetic knowledge: Children identify letter names and their sounds.
- Book knowledge: Children demonstrate knowledge about books.
- Comprehension: Children understand language.
- Concepts about print: Children demonstrate knowledge about environmental print.
- English language learning (if applicable): Children use English and their home language(s), including sign language.
- Phonological awareness: Children identify distinct sounds in spoken language.
- Reading: Children read for pleasure and information.
- Speaking: Children express themselves using language.
- Vocabulary: Children understand and use a variety of words and phrases.
- Writing: Children write for many different purposes.



Development

Ages 3-5 years: Children hear rhymes: mail, pail, sail, and alliteration: fee, fie, fo, fum.

Age 5-6 years: Children begin to hear chunks of words and syllables: din-o-saurs. Beginning and ending sounds and middle sounds begin to appear.

Age 6-7 years: Children hear, segment and say phonemes (distinct units of sound that distinguish one word from another).

Components of Comprehension:

- Vocabulary building: Learning new words and their meaning.
- Prediction: Saying what will happen next in a book or story.
- Connection: Relating pictures and text to real life.
- Retelling: Recalling actions and events from stories.

How we support the components of comprehension:

- Learning new vocabulary words: Use a new or unusual word in a sentence.
- Making predictions in a story: What will happen next? Use drawing, acting or words.
- Making connections in stories: What do you think the mouse might say if he could talk
- Retelling (remembering) a story: Don't interrupt the flow of a story too often. Have the children retell the story by acting it out, describing the beginning, middle or end. Draw a picture of what the main character did, etc.

How does COA support language and literacy development?

Bentley Books

Current research calls reading aloud to children "...the single, most important activity for building the knowledge required for success in reading." When children learn to read, they possess a key that opens the doors of knowledge in the world.

Our Bentley book series encourages students to follow our Jack Russell mascot, Bentley, on all kinds of exciting adventures!

Children draw pictures and write sentences that go along with the book's current theme. Then, "Bentley" writes his portion of the story, the books are published and distributed to each classroom in all our schools. Then the fun really begins.



Bentley Journals

Children write to represent ideas, children use writing and/or ask adults to take dictation and then read what has been written. Writing begins with scribbles, moves to symbols and then to the actual formation of letters. We introduce formal writing in our PSI and PSII classrooms in our Bentley Journals. In Pre-K, our writing becomes more sophisticated and in-depth.



Sight Words

Sight words are an integral part of every child's language development. We offer sight word activities in both English and Spanish. Sight words are commonly used words that appear a lot in both spoken and written language, like "the," "come," "to," and "where." Children need to learn sight words because they make up many of the words used in early reading materials. A study shows that sight words account for up to 75% of the words in beginner-level books. Learning a lot of sight words helps children become faster and more fluent readers. When they know a sight word well, they don't have to stop and think about how to say or spell it.

Literacy Cards

Our Literacy cards are found in every literacy area in our preschool classrooms. The literacy area has a plethora of materials for forming and identifying letters and letter sounds.

How do children develop alphabetic knowledge? They acquire knowledge in the following ways:

- Realizing that printed text conveys meaning (seeing their name on a sign-in sheet).
- Hearing the sounds letters make.
- Recognizing alphabet letters (usually beginning with the first letter in their names).
- Connecting some sounds to some letters (again, usually in their names).
- Understanding that a word is a consistent set of letters (AND, again, their names).

It changes often. It is worked in daily. AND, it is the area where every learner will find success.



The big show: READING

And now for the big concept -- READING! Children read for information and pleasure! So, how does reading develop? There are two abilities that conventionally lead to reading, decoding and understanding the meaning of a word. Young children are involved in the learning-to-read process long before they can read. When you read them a story, when they recognize fast food logos, when they know what kind of cereal mom buys -- they are invested in the reading process.

Guided reading has significant beneficial effects on helping children develop reading skills. It is one of the most effective tools not only to improve a student's fundamental reading skills but also to help the student develop higher level comprehension skills.

With guided reading, we help children:

- establish fundamental skills necessary for proficient reading
- identify weaknesses and strengthen specific skills
- improve attention to detail
- build fluency
- expand vocabulary knowledge
- develop reading comprehension skills

Guided reading is an instructional approach that involves small groups of 4-6 students working together with a teacher, focusing on their individual reading abilities and needs. The small-group setting enables the teacher to closely observe and tailor instruction to each learner. Decades of research show that this close-knit approach is powerful and effective.





Bilingual with Bentley Spanish Language Program

Our Spanish language mini books introduce young children to a new language in a fun and engaging way. But besides providing vocabulary, learning a second language from a young age has significant benefits for brain development in children aged 0 to 5!

Benefits of Second Language Learning in Early Childhood

- **Improved Executive Function:** Learning a second language helps develop key cognitive skills related to executive function, like attention, focus, mental flexibility, problem-solving, and decision-making. By processing two languages simultaneously, the brain creates new neural pathways and strengthens existing connections, improving cognitive flexibility and the ability to adapt to different situations.
- **Enhanced Literacy:** Studies show bilingual children have better development of phonological awareness, the ability to identify and manipulate sounds in language. This benefits their reading and writing skills in both languages.
- **Boosted Memory:** Learning a second language involves memorizing new words, grammar rules, and syntactic structures. This continuous process of memorizing and retrieving information strengthens memory and overall learning capacity.
- **Brain Stimulation:** Learning a new language is a continuous mental exercise that stimulates the brain and promotes neurogenesis, the creation of new neurons. This contributes to overall brain health and can have long-term cognitive benefits.



COA Parent Blog Nutrition

COA's nutrition approach emphasizes the connection between mind and body. We believe that developing good eating habits can be learned and should start early in life. Embarking on this learning adventure early is the first step towards understanding the health and nutritional requirements that lead to a healthy lifestyle in adulthood. Families are busy with life's day-to-day demands, so we created our Parent Blog support program. It is designed for working parents and contains quick recipes and planning tips that can help turn dinnertime into family time. Our intention is to help our families develop the healthiest solutions possible in any given situation — even when “life” gets in the way. Also included in our nutrition program are healthy lunches and snacks. During snack times and lunch, our children eat “family style.” Children serve themselves and have conversations while eating. Table manners and please and thank-you are words we use. We encourage children to try foods they may not be familiar with and some foods that look funny or smell funny! Nutrition is at the core of healthy living and learning.



Presidential Fitness Program



We know that young children are natural born movers and shakers. From the time they begin to walk, toddlers are wiggling and shaking all over. COA incorporates the physical development of young children through the new addition to the COA President's Fitness Program by including Toddlers and Twos — aptly called Shake, Wiggle & Grow.

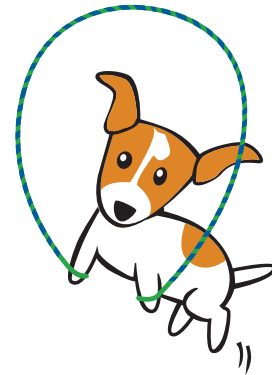
Shake, Wiggle & Grow®

Our Shake, Wiggle & Grow program provides age- and stage-appropriate activities developed by our physical fitness expert — Christine McNutt, who is very passionate about fitness and the benefits it can bring people of all ages. She graduated from Rowan University with a Bachelor of Arts in Health Promotion and Fitness Management and a Master of Science in Kinesiology, specializing in Psychology of Human Movement, from Temple University.

Children as young as one and two need to be just as physically active as preschool and school-age children, but their abilities differ. Unstructured movement is essential to their growth and development; however, they also need periods of structured movement each day. The program for toddlers and twos is designed so that each day the teacher leads the class through a 10-minute program that includes a warm-up, either muscular strength and endurance or flexibility, and a cool-down.

Monthly Emphasis

- September – Introduction to Movement
- October – Fitness for Everyone
- November – Cardiovascular
- December – Muscular Endurance
- January – Flexibility
- February – Muscular Strength
- March – Fitness and Sports
- April – Body Awareness and Coordination
- May – Fitness Evaluations and Games
- June – Sept, Oct, Nov Wrap-Up
- July – Dec, Jan, Feb Wrap-Up
- August – March, April, May Wrap-Up



A Note for Teachers

Teachers follow a daily set curriculum. Children are assessed monthly, and every child receives a participation certificate. PS2 and Pre-K children who consistently score in the top 10 percent also receive a Presidential medal.

STAR Curriculum



The STAR Curriculum is an overall approach to learning with an emphasis on active learning. Active learning quite simply means children have direct, hands-on experiences with people, objects, events and ideas. Children make choices based on their interests and adults facilitate the rest by focusing on the curriculum content areas that are needed for scaffolding each child's learning. Knowledge is constructed through interactions with the world and the people around them. Children take the first step by making choices and following through on their plans and decisions. This is known as Plan, Do, Review. Teachers and other adults in a child's world offer physical, emotional and intellectual support. In an active learning setting, adults expand children's thinking with open-ended questions and nurturing interactions. The process is focused on creative problem solving and strong communication, which are the two key skills necessary and valued today. It is COA's mission to create the leaders and innovators of tomorrow.

Why STAR Works

STAR works because children are respected. Their abilities and interests are supported by adults who work daily to empower each child. In the process, children develop habits of the mind that will serve them every day of their lives.



COR Advantage

COR Advantage is an observation-based assessment at COA for birth through PreK. It is backed by research from HighScope, which has led to its wide acceptance as the leading assessment for early childhood educators. In addition, COR Advantage software makes it simpler than ever to collect and share meaningful developmental data with all stakeholders, and keeps teachers focused on what matters most.

Stay **FOCUSED** on what matters most for school readiness.

- COR Advantage is based on 36 items that are proven by research to best prepare children for school success.

- In addition to thoroughly covering eight major areas of growth and development, COR also offers two items specifically designed to support English language learning. COR's items are based on current early childhood standards, ensuring that teachers have access to widely held expectations of what children should know and be able to do right at their fingertips.

- Respectful of teachers' time, COR Advantage has the fewest items of any early childhood assessment and does not have additional hidden items or dimensions within each category. COR's structure allows teachers to assess accurately with as few items as possible — keeping the instructional day focused on what is most important: children's own interests and explorations.

COR Advantage is streamlined for teacher and child success, starting with the essential items it is built upon.



COR Advantage Categories Explained

COR Advantage measures child development from infancy through kindergarten. Here is an explanation of each area and things you can notice and encourage at home:

COR Advantage Categories	Behaviors to Notice
<p>Approaches to Learning: This area looks at how children learn knowledge and skills. It includes thinking skills. It's important to have a positive view about learning.</p>	<p>Discussing the day's events. (How do they describe the details?)</p>
<p>Social and Emotional Development: This area looks at how children express their own emotions. It includes how they name and control their feelings. Children also learn about other people's feelings. Children begin to value others.</p>	<p>Talking about their emotions. (What words do they use? Do they give a reason for the emotion?)</p>
<p>Physical Development and Health: This area looks at how children use their motor skills. This includes using their fingers hands and bodies for movement. They enjoy learning about their bodies and taking care of themselves.</p>	<p>Making a healthy choice and explaining why it's good for them.</p>
<p>Language, Literacy and Communication: This area looks at many types of communication. This includes gestures, spoken word and written word. Children begin to enjoy books as well as reading and writing. Conversations are key to forming relationships.</p>	<p>Having a conversation with you. (What is said? Is this done in a back-and forth manner? Do they ask you questions?)</p>
<p>Mathematics: This area looks at counting, numbers, geometry and measurement. Skills like patterning are basic to algebra. Answering questions based on information is a type of data analysis.</p>	<p>Using measurement terms (i.e. , big, small, fast, slow, cold, warm).</p>
<p>Creative Arts: This area looks at how children express themselves. It includes art, music, movement and pretend play. The focus is on discovery rather than on a product. Children begin to share their feelings and ideas through art.</p>	<p>Singing. (How much of the song do they sing? Is the song familiar? Is it a complex song — one with many pitches or verses?)</p>
<p>Science and Technology: This area looks at how children observe and make sense of the world. They do this by observing, testing, predicting, making conclusions and sharing their findings. They use tools and some technology.</p>	<p>Sorting/matching things. (What are they sorting/matching? Do they mention things being the same/different or talk about what does or does not belong? Do they give a reason?)</p>
<p>Social Studies: This area looks at who we are and how we fit into our diverse worlds. This includes our family, school and community. Children begin to learn about differences. They become aware of new places. They begin to think about the past.</p>	<p>Sharing a story about themselves or their family. (How long ago did this story take place?)</p>

Parent Engagement (App)



KAYMBU FOR PARENTS APP

Kaymbu for Parents is designed to allow families to view all information you share with them in one central location.

What do families see in their Kaymbu app?

Families will see the Moments, Storyboards, Messages and Daily Notes shared with them by the classroom teacher. Families do NOT see a “live feed” of information (for example, a specific activity such as nap in a Daily Note that hasn’t been sent). Rather, families will be able to view information after the classroom teacher has chosen to share the information!

How do families download the app and access their child’s profile?

1. Search for “Kaymbu for Parents” in the App Store (iPhone) or Google Play (Android phones).
2. Download the app.
3. Enter the email or phone number connected to your child’s profile.
4. A four-digit pin will be sent to the email or phone number you entered.
5. Enter the four-digit pin to finish logging in.

How do families download the app and access their child’s profile?

1. Search for “Kaymbu for Parents” in the App Store (iPhone) or Google Play (Android phones).
2. Download the app.
3. Enter the email or phone number connected to your child’s profile.
4. A four-digit pin will be sent to the email or phone number you entered.
5. Enter the four-digit pin to finish logging in.

Parent-Teacher Conferences

Building a Solid Foundation

We ask for your participation in our bi-annual parent-teacher conferences, during which we share your child's COR Assessment Portfolio of Learning. This portfolio reflects growth over time and measures your child's advancements throughout the school year.

Electronic Daily Reporting

Parents receive a daily report via email with up-to-date information on their child's daily accomplishments, school closings due to weather or any urgent issues that need attending. Nothing keeps parents happy like good communication, with photos, a daily schedule and videos of a happy child. COA prides itself on utilizing the newest in technology to keep our parents informed.

We strive to grow and improve continuously so that we always offer the very best in early childhood education. We are firm believers in open, two-way communication and welcome your feedback, praise and concerns. Think of us as partners in supporting your child's ongoing growth and development. We know how much it means for you to put your trust in us, and we promise to earn that trust every day!

Building Connections at Home

We are pleased to announce COA's proprietary communication source *My COA @ Home!*

What is My COA @ Home?

COA offers a variety of developmental activities to try at home with your little ones!

Each month, COA provides a recap with pictures and fun lessons completed straight from COA's STAR Curriculum! *My COA @ Home* is sent through our COR Storyboard application directly to your desired contact email and Kaymbu App!

Follow us on social media:

childrenofamerica.com

Instagram: [@coachildcare](https://www.instagram.com/coachildcare)

YouTube: [COAChildcare](https://www.youtube.com/COAChildcare)

[facebook.com/childrenofamerica](https://www.facebook.com/childrenofamerica)

twitter.com/COAChildcare

[linkedin.com/company/children-of-america/](https://www.linkedin.com/company/children-of-america/)



Curriculum Themes 2024-2025



<i>September:</i>	<i>Back to School</i>
<i>October:</i>	<i>Human Anatomy</i>
<i>November:</i>	<i>Our Community</i>
<i>December:</i>	<i>Working Together</i>
<i>January:</i>	<i>Dinosaurs</i>
<i>February:</i>	<i>My Five Senses</i>
<i>March:</i>	<i>Animals</i>
<i>April:</i>	<i>Healthy Me!</i>
<i>May:</i>	<i>Geography Around the World</i>
<i>June:</i>	<i>The Great Outdoors</i>
<i>July:</i>	<i>Under the Big Top</i>
<i>August:</i>	<i>Galaxy and Space</i>

Academic Plans

September 2024 Academic Plan

This Month's Learning Plan: Encourage honesty in all situations, even when it's difficult. Help them understand the importance of truthfulness and the consequences of lying.

Just Read Bentley Book:

Monthly Theme: Back to School
 Chapter 1: My Classroom
 Chapter 2: My Favorites
 Chapter 3: My Friends
 Chapter 4: Shapes and Colors
 Chapter 5: Emotions and Feelings

Shapes of the Month: Circle, Square, Triangle, Rectangle, Oval

Letters of the Month: S, A, T, I, P

Colors: Yellow, Blue, Orange, Purple, White

Moral: Honesty

Words of the Month: Escuela, Favorito, Amigo, Color, Feliz

October 2024 Academic Plan

This Month's Learning Plan: Teach children to respect people regardless of their differences, including race, religion, culture, or abilities. This includes respecting elders, teachers, and peers.

Just Read Bentley Book:

Monthly Theme: Human Anatomy
 Chapter 1: Lungs
 Chapter 2: Brain
 Chapter 3: Heart
 Chapter 4: Bones

Shapes of the Month: Square, Triangle, Rectangle, Oval

Letters of the Month: N, C, K, E

Colors: Green, Pink, Red, Black

Moral: Respect

Words of the Month: Pulmón, Cerebro, Corazón, Huesos

November 2024 Academic Plan

This Month's Learning Plan: Teach children to be kind to others, to show empathy, and to treat others the way they would like to be treated.

Just Read Bentley Book:

Monthly Theme: Our Community
 Chapter 1: In My Community
 Chapter 2: Community Helpers
 Chapter 3: Thanksgiving Feast
 Chapter 4: Maps

Shapes of the Month: Triangle, Rectangle, Oval, Diamond

Letters of the Month: H, R, M, D

Colors: Brown, Orange, Yellow, Green

Moral: Kindness

Words of the Month: Casa, Policia, Pavo, Mapa

December 2024 Academic Plan

This Month's Learning Plan: Instill a sense of generosity by encouraging children to share what they have with others, whether it's toys, food, or time.

Just Read Bentley Book:

Monthly Theme: Working Together

Chapter 1: Science

Chapter 2: Technology

Chapter 3: Engineering

Chapter 4: Art

Chapter 5: Math

Shapes of the Month: *Oval, Diamond, Heart, Star, Circle*

Letters of the Month: *B, Q, U, J, Z*

Colors: *White, Blue, Purple, Black, Yellow*

Moral: *Generosity*

Words of the Month: *Ciencia, Tecnología, Ingeniería, Arte, Matemática*



January 2025 Academic Plan

This Month's Learning Plan: Teach children to take responsibility for their actions and their belongings. This includes cleaning up after themselves, completing chores, and owning up to mistakes.

Just Read Bentley Book:

Monthly Theme: Dinosaurs

Chapter 1: Fossils

Chapter 2: Jurassic Habitats

Chapter 3: Characteristics

Chapter 4: Dinosaur Bones

Shapes of the Month: *Rectangle, Oval, Diamond, Heart*

Letters of the Month: *G, O, L, F*

Colors: *Blue, Green, Red, Yellow*

Moral: *Responsibility*

Words of the Month: *Fósil, Dinosaurio, Grande, Extinto*



February 2025 Academic Plan

This Month's Learning Plan: Teach children to be grateful for what they have and to express gratitude for the kindness of others.

Just Read Bentley Book:

Monthly Theme: My Five Senses

Chapter 1: Hear and See

Chapter 2: Smell and Taste

Chapter 3: Touch and Feel

Chapter 4: Dr. Seuss Week

Shapes of the Month: *Diamond, Heart, Star, Circle*

Letters of the Month: *W, V, Y, X*

Colors: *Purple, Red, Pink, White*

Moral: *Gratitude*

Words of the Month: *Escuchar, Olor, Tocar, Rima*

March 2025 Academic Plan

This Month's Learning Plan: Allow children to understand a problem, think about what they can do, and solve it independently. Make sure that your child has enough flexibility to adapt to different kinds of changes and environments. Make sure that your child is flexible enough to adapt to different kinds of changes and environments.

Just Read Bentley Book:

Monthly Theme: Animals
Chapter 1: Ocean Animals
Chapter 2: Forest Animals
Chapter 3: Pets
Chapter 4: Farm Animals
Chapter 5: Zoo Animals

Shapes of the Month: *Star, Circle, Square, Triangle, Rectangle*

Letters of the Month: *P, N, C, K, E*

Colors: *Yellow, Blue, Purple, Green, Orange*

Moral: *Forgiveness*

Words of the Month: *Océano, Bosque, Mascota, Granja, Zoologico*

April 2025 Academic Plan

This Month's Learning Plan: Teach children the importance of personal hygiene and health habits, such as washing hands, brushing teeth, and eating nutritious food.

Just Read Bentley Book:

Monthly Theme: Healthy Me!
Chapter 1: Food Pyramid
Chapter 2: Exercise
Chapter 3: Healthy Mind
Chapter 4: Healthy Body

Shapes of the Month: *Heart, Star, Circle, Square*

Letters of the Month: *S, A, T, I*

Colors: *White, Orange, Red, Green*

Moral: *Good Health and Hygiene*

Words of the Month: *Comida, Ejercicio, Mente, Cuerpo*

May 2025 Academic Plan

This Month's Learning Plan: Teach children to manage their emotions and impulses, and to think before they act.

Just Read Bentley Book:

Monthly Theme: Geography Around the World
Chapter 1: Travel
Chapter 2: Countries
Chapter 3: Animal Habitats
Chapter 4: Cultural Foods

Shapes of the Month: *Circle, Square, Triangle, Rectangle*

Letters of the Month: *H, R, M, D*

Colors: *White, Purple, Brown, Pink*

Moral: *Self-Control*

Words of the Month: *Avion, Camion, Bote, Tractor*

June 2025 Academic Plan

This Month's Learning Plan: Instill in children the importance of taking care of the environment, teaching them to reduce, reuse and recycle.

Just Read Bentley Book:

Monthly Theme: The Great Outdoors

Chapter 1: Insects

Chapter 2: Weather and Seasons

Chapter 3: Sticks and Stones

Chapter 4: Plant and Life Cycles

Chapter 5: Camping

Shapes of the Month: *Triangle, Rectangle, Oval, Diamond, Circle*

Letters of the Month: *B, Q, U, J, Z*

Color: *Black, Red, Brown, Green, Yellow*

Moral: *Environmental Responsibility*

Words of the Month: *Insecto, Tiempo, Palo, Planta, Campamento*

July 2025 Academic Plan

This Month's Learning Plan: Teach children to be fair in their actions and decisions, and to stand up for what is right, even when it's difficult.

Just Read Bentley Book:

Monthly Theme: Under the Big Top

Chapter 1: Circus Science

Chapter 2: Circus Acts

Chapter 3: Circus Animals

Chapter 4: Carnival Games

Shapes of the Month: *Square, Triangle, Rectangle, Oval*

Letters of the Month: *G, O, L, F*

Colors: *Red, Orange, Black, Yellow*

Moral: *Fairness*

Words of the Month: *Viajar, Pais, Animal, Cultura*

August 2025 Academic Plan

This Month's Learning Plan: Encourage children to be brave and to face challenges with determination and resilience.

Just Read Bentley Book:

Monthly Theme: Galaxy and Space

Chapter 1: Sun and Moon

Chapter 2: Planets

Chapter 3: Astronauts

Chapter 4: Constellations

Shapes of the Month: *Oval, Diamond, Heart, Star*

Letters of the Month: *W, V, Y, X*

Color: *Orange, Black, Brown, Purple*

Moral: *Courage*

Words of the Month: *Sol, Planeta, Espacio, Estrellas*

Help! How can I solve common behavior problems?

We understand stages in early childhood may be trying on parents! You should expect your child to show various behavior concerns during different stages in your child's life. The good news, however, is that most behaviors are temporary and will reduce and eventually disappear with age. As a parent, you can manage such behaviors by using literacy as a great resource! Below are some stories to help tackle those common early childhood behavior problems!

Screaming/Anger/Tantrums: Controlling Emotions

Soda Pop Head *by Julia Cook*
 Finn Throws A Fit *by David Elliott*
 Mouse Was Mad *by Linda Urban*
 Little Monkey Calms Down *by Michael Dahl*
 How Do Dinosaurs Say I'm Mad *by Jane Yolen*
 Llama Llama Mad at Mama *by Anna Dewdney*
 Tough Guys Have Feelings Too *by Keith Negley*

Lying:

David Gets in Trouble *by David Shannon*
 Liar, Liar, Pants on Fire *by Diane deGroat*
 The Boy Who Cried Bigfoot *by Scott Magoon*
 Little Croc's Purse *by Lizzie Findlay*

Separation:

Wemberly Worried *by Kevin Henkes*
 The Kissing Hand *by Audrey Penn*
 First Day Jitters *by Julie Danneber*
 Llama Llama Misses Mama *by Anna Dewdney*
 Will I Have A Friend? *by Miriam Cohen*
 You Go Away *by Dorothy Corey*
 Little Elliot, Big City *by Mike Curato*

Biting:

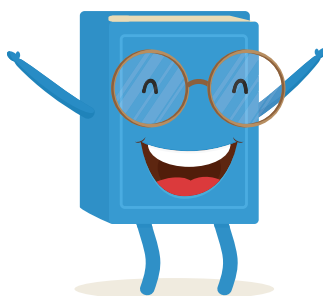
Teeth Are Not for Biting *by Elizabeth Verdick*
 No Biting! *by Karen Katz*
 Little Dinos Don't Bite *by Michael Dahl*
 People Don't Bite People *by Lisa Wheeler*
 Doodle Bites *by Polly Dunbar*

Sharing:

The Nice Book *by David Stein*
 Should I Share My Ice Cream? *by Mo Willems*
 Llama Llama Time to Share *by Anna Dewdney*
 One Big Pair of Underwear *by Laura Gehl*
 It's Mine! *by Leo Lionni*
 Too Many Carrots *by Katy Hudson*
 The Bear Who Shared *by Catherine Rayner*
 That's (Not) Mine *by Anna Kang*
 Gossie *by Olivier Dunrea*

Interrupting:

My Mouth Is A Volcano *by Julia Cook*
 Interrupting Chicken *by David Ezra Stein*
 Decibella and Her 6-Inch Voice *by Julia Cook*
 Lacey Walker, Nonstop Talker *by Christianne Jones*



Positive Parenting Tips

Building a Solid Foundation

Following are some things you, as a parent, can do to help your baby during this time:

- Talk to your baby. She will find your voice calming.
- Answer when your baby makes sounds by repeating the sounds and adding words. This will help him learn to use language.
- Read to your baby. This will help her develop and understand language and sounds.
- Sing to your baby and play music. This will help your baby develop a love for music and will help his brain development.
- Praise your baby and give her lots of loving attention.
- Spend time cuddling and holding your baby. This will help him feel cared for and secure.
- Play with your baby when she's alert and relaxed. Watch your baby closely for signs of being tired or fussy so that she can take a break from playing.
- Distract your baby with toys and move him to safe areas when he starts moving and touching things that he shouldn't touch.
- Take care of yourself physically, mentally and emotionally. Parenting can be hard work! It is easier to enjoy your new baby and be a positive, loving parent when you are feeling good yourself.

Sleep Safe Guidelines

The American Academy of Pediatrics (AAP) provides recommendations regarding safe sleeping practices for infants from birth to 1 year of age.

The AAP guidelines are primarily aimed at reducing the risk of Sudden Infant Death Syndrome (SIDS) and other Sudden Unexplained Infant Deaths (SUID), which includes suffocation, asphyxiation and entrapment in addition to other causes. The AAP continues to recommend that infants sleep on their backs for every sleep.

This is especially important for premature infants and infants with low birth weight. The AAP also strongly recommends that infants are placed on a firm sleeping surface, such as a firm mattress in a crib, covered only with a snug-fitting fitted sheet. Firm sleeping surfaces are surfaces that keep their shape when the infant is placed on them and do not create a pocket or indentation when the infant is placed on the surface.

Loose bedding, mattress toppers, blankets, stuffed animals, bumpers, positioners or any other soft object should be removed from the infant's sleeping area. Cribs, bassinets, portable cribs and play yards that meet safety standards are all acceptable sleep spaces for infants.

Over-bundling, overheating and covering the head of the infant should also be avoided. Swaddling does not prevent SIDS and can be dangerous if the infant is placed on her stomach or rolls to her stomach during sleep.



Infants/Toddlers/Twos Educational Program

CDC Developmental Milestones

Your Baby at 2 Months



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by the end of 2 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.



What Most Babies Do at this Age:

Social/Emotional

- Begins to smile at people
- Can briefly calm himself (may bring hands to mouth and suck on hand)
- Tries to look at parent

Language/Communication

- Coos, makes gurgling sounds
- Turns head toward sounds

Cognitive (learning, thinking, problem-solving)

- Pays attention to faces
- Begins to follow things with eyes and recognize people at a distance
- Begins to act bored (cries, fussy) if activity doesn't change

Movement/Physical Development

- Can hold head up and begins to push up when lying on tummy
- Makes smoother movements with arms and legs

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't respond to loud sounds
- Doesn't watch things as they move
- Doesn't smile at people
- Doesn't bring hands to mouth
- Can't hold head up when pushing up when on tummy

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

Adapted from: *CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5*, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 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



Learn the Signs. Act Early.

CDC Developmental Milestones

Your Baby at 4 Months



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by the end of 4 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Babies Do at this Age:

Social/Emotional

- Smiles spontaneously, especially at people
- Likes to play with people and might cry when playing stops
- Copies some movements and facial expressions, like smiling or frowning

Language/Communication

- Begins to babble
- Babbles with expression and copies sounds he hears
- Cries in different ways to show hunger, pain, or being tired

Cognitive (learning, thinking, problem-solving)

- Lets you know if she is happy or sad
- Responds to affection
- Reaches for toy with one hand
- Uses hands and eyes together, such as seeing a toy and reaching for it
- Follows moving things with eyes from side to side
- Watches faces closely
- Recognizes familiar people and things at a distance

Movement/Physical Development

- Holds head steady, unsupported
- Pushes down on legs when feet are on a hard surface
- May be able to roll over from tummy to back
- Can hold a toy and shake it and swing at dangling toys
- Brings hands to mouth
- When lying on stomach, pushes up to elbows

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't watch things as they move
- Doesn't smile at people
- Can't hold head steady
- Doesn't coo or make sounds
- Doesn't bring things to mouth
- Doesn't push down with legs when feet are placed on a hard surface
- Has trouble moving one or both eyes in all directions

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

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www.cdc.gov/actearly

1-800-CDC-INFO



Learn the Signs. Act Early.

CDC Developmental Milestones

Your Baby at 6 Months



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by the end of 6 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Babies Do at this Age:

Social/Emotional

- Knows familiar faces and begins to know if someone is a stranger
- Likes to play with others, especially parents
- Responds to other people's emotions and often seems happy
- Likes to look at self in a mirror

Language/Communication

- Responds to sounds by making sounds
- Strings vowels together when babbling ("ah," "eh," "oh") and likes taking turns with parent while making sounds
- Responds to own name
- Makes sounds to show joy and displeasure
- Begins to say consonant sounds (jabbering with "m," "b")

Cognitive (learning, thinking, problem-solving)

- Looks around at things nearby
- Brings things to mouth
- Shows curiosity about things and tries to get things that are out of reach
- Begins to pass things from one hand to the other

Movement/Physical Development

- Rolls over in both directions (front to back, back to front)
- Begins to sit without support
- When standing, supports weight on legs and might bounce
- Rocks back and forth, sometimes crawling backward before moving forward

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't try to get things that are in reach
- Shows no affection for caregivers
- Doesn't respond to sounds around him
- Has difficulty getting things to mouth
- Doesn't make vowel sounds ("ah," "eh," "oh")
- Doesn't roll over in either direction
- Doesn't laugh or make squealing sounds
- Seems very stiff, with tight muscles
- Seems very floppy, like a rag doll

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

Adapted from: Caring for Your Baby and Young Child: Birth to Age 5, Fifth Edition, edited by Steven Shelov and Thigra Roper Atkinson © 1991, 1993, 1998, 2004, 2008 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Pagan, Jr., Judith S. Slaw, and Paula M. Durkin, 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



Learn the Signs. Act Early.

CDC Developmental Milestones

Your Baby at 9 Months



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by the end of 9 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Babies Do at this Age:

Social/Emotional

- May be afraid of strangers
- May be clingy with familiar adults
- Has favorite toys

Language/Communication

- Understands "no"
- Makes a lot of different sounds like "mamamama" and "bababababa"
- Copies sounds and gestures of others
- Uses fingers to point at things

Cognitive (learning, thinking, problem-solving)

- Watches the path of something as it falls
- Looks for things he sees you hide
- Plays peek-a-boo
- Puts things in her mouth
- Moves things smoothly from one hand to the other
- Picks up things like cereal o's between thumb and index finger

Movement/Physical Development

- Stands, holding on
- Can get into sitting position
- Sits without support
- Pulls to stand
- Crawls

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't bear weight on legs with support
- Doesn't sit with help
- Doesn't babble ("mama", "baba", "dada")
- Doesn't play any games involving back-and-forth play
- Doesn't respond to own name
- Doesn't seem to recognize familiar people
- Doesn't look where you point
- Doesn't transfer toys from one hand to the other

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

The American Academy of Pediatrics recommends that children be screened for general development at the 9-month visit. Ask your child's doctor about your child's developmental screening.

Adapted from: CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remé Aitman © 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 Eagan, Jr., Judith S. Stew, and Paula M. Duncker, 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



Learn the Signs. Act Early.

CDC Developmental Milestones

Your Child at 1 Year



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 1st birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Has favorite things and people
- Shows fear in some situations
- Hands you a book when he wants to hear a story
- Repeats sounds or actions to get attention
- Puts out arm or leg to help with dressing
- Plays games such as "peek-a-boo" and "pat-a-cake"

Language/Communication

- Responds to simple spoken requests
- Uses simple gestures, like shaking head "no" or waving "bye-bye"
- Makes sounds with changes in tone (sounds more like speech)
- Says "mama" and "dada" and exclamations like "uh-oh!"
- Tries to say words you say

Cognitive (learning, thinking, problem-solving)

- Explores things in different ways, like shaking, banging, throwing
- Finds hidden things easily
- Looks at the right picture or thing when it's named
- Copies gestures
- Starts to use things correctly; for example, drinks from a cup, brushes hair
- Bangs two things together
- Puts things in a container, takes things out of a container
- Lets things go without help
- Pokes with index (pointer) finger
- Follows simple directions like "pick up the toy"

Movement/Physical Development

- Gets to a sitting position without help
- Pulls up to stand, walks holding on to furniture ("cruising")
- May take a few steps without holding on
- May stand alone

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't crawl
- Can't stand when supported
- Doesn't search for things that she sees you hide.
- Doesn't say single words like "mama" or "dada"
- Doesn't learn gestures like waving or shaking head
- Doesn't point to things
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

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www.cdc.gov/actearly

1-800-CDC-INFO



Learn the Signs. Act Early.

CDC Developmental Milestones

Your Child at 1 Year



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 1st birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Has favorite things and people
- Shows fear in some situations
- Hands you a book when he wants to hear a story
- Repeats sounds or actions to get attention
- Puts out arm or leg to help with dressing
- Plays games such as "peek-a-boo" and "pat-a-cake"

Language/Communication

- Responds to simple spoken requests
- Uses simple gestures, like shaking head "no" or waving "bye-bye"
- Makes sounds with changes in tone (sounds more like speech)
- Says "mama" and "dada" and exclamations like "uh-oh!"
- Tries to say words you say

Cognitive (learning, thinking, problem-solving)

- Explores things in different ways, like shaking, banging, throwing
- Finds hidden things easily
- Looks at the right picture or thing when it's named
- Copies gestures
- Starts to use things correctly; for example, drinks from a cup, brushes hair
- Bangs two things together
- Puts things in a container, takes things out of a container
- Lets things go without help
- Pokes with index (pointer) finger
- Follows simple directions like "pick up the toy"

Movement/Physical Development

- Gets to a sitting position without help
- Pulls up to stand, walks holding on to furniture ("cruising")
- May take a few steps without holding on
- May stand alone

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't crawl
- Can't stand when supported
- Doesn't search for things that she sees you hide.
- Doesn't say single words like "mama" or "dada"
- Doesn't learn gestures like waving or shaking head
- Doesn't point to things
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

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www.cdc.gov/actearly

1-800-CDC-INFO



Learn the Signs. Act Early.

CDC Developmental Milestones

Your Child at 2 Years



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 2nd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- ☐ Copies others, especially adults and older children
- ☐ Gets excited when with other children
- ☐ Shows more and more independence
- ☐ Shows defiant behavior (doing what he has been told not to)
- ☐ Plays mainly beside other children, but is beginning to include other children, such as in chase games

Language/Communication

- ☐ Points to things or pictures when they are named
- ☐ Knows names of familiar people and body parts
- ☐ Says sentences with 2 to 4 words
- ☐ Follows simple instructions
- ☐ Repeats words overheard in conversation
- ☐ Points to things in a book

Cognitive (learning, thinking, problem-solving)

- ☐ Finds things even when hidden under two or three covers
- ☐ Begins to sort shapes and colors
- ☐ Completes sentences and rhymes in familiar books
- ☐ Plays simple make-believe games
- ☐ Builds towers of 4 or more blocks
- ☐ Might use one hand more than the other
- ☐ Follows two-step instructions such as "Pick up your shoes and put them in the closet."
- ☐ Names items in a picture book such as a cat, bird, or dog

Movement/Physical Development

- ☐ Stands on tiptoe
- ☐ Kicks a ball
- ☐ Begins to run

- ☐ Climbs onto and down from furniture without help
- ☐ Walks up and down stairs holding on
- ☐ Throws ball overhand
- ☐ Makes or copies straight lines and circles

Act Early by Talking to Your Child's Doctor if Your Child:

- ☐ Doesn't use 2-word phrases (for example, "drink milk")
- ☐ Doesn't know what to do with common things, like a brush, phone, fork, spoon
- ☐ Doesn't copy actions and words
- ☐ Doesn't follow simple instructions
- ☐ Doesn't walk steadily
- ☐ Loses skills she once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

The American Academy of Pediatrics recommends that children be screened for general development and autism at the 24-month visit. Ask your child's doctor about your child's developmental screening.

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www.cdc.gov/actearly

1-800-CDC-INFO



Learn the Signs. Act Early.

HighScope® KDIs

Infant-Toddler Key Developmental Indicators (KDIs)

Approaches to Learning

- 1. Initiative:** Children express initiative.
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Presidential Fitness – Baby Yoga

Early Infancy

From about 1 month to 4 months of age, a baby is just becoming aware of her body and how it moves. Verbally directing a baby to move her body into poses really isn't practical; rather, you assist them in feeling their bodies in gentle stretches.

Good Morning Stretch

Lay baby on her back. Help her extend her arms overhead and legs straight out in front. Hold the stretch for a breath or two; then release and let her move her arms and legs naturally.

Wind-Relieving Pose

Lay baby on his back. Gently press on the bottoms of his feet and ease his knees toward his chest. Allow him to accept the movement. Hold the squeezed-in pose for a few breaths, then release.

Knee-to-Chest Pose

Instead of coaxing both knees into her chest, do just one at a time. Again, lay baby on her back and gently press one knee in toward her chest, hold for just a breath or two, release and then switch legs.

Older Babies

After about 5 months of age, a baby has a little more control over his body. He's likely holding up his head, rolling over and propping up into Cobra pose on his own!

Encourage him to explore poses that come naturally to him and that help build practical strength skills. Upper-body strength gives him the power to push up into all fours and to even begin crawling. Getting accustomed to putting weight on his feet prepares him for taking his first steps in toddler-dom.

Bridge

A baby naturally moves into Bridge around 5 months of age. Encourage her to do the pose by having her lay on her back, bend her knees and plant her feet onto the floor. Gently help her lift her hips up, so she creates a ramp from her knees to her shoulders. Celebrate with coos and claps. Let her stay in the pose as long as she likes.

Downward-Facing Dog

This pose is a natural for older babies as they explore how to crawl. Place your baby on her belly and encourage her to get onto all fours, if she is willing to follow directions. Encourage her to lift her buttocks toward the ceiling as she presses her hands and feet down. She will most likely go into the triangular shape of the posture naturally.

To encourage your baby into either of these poses, put her on a blanket or mat next to yours and play a little monkey-see-monkey-do. It's OK if she pops up for just a second or two — it's about the strength and play, not long, deliberate yoga holds.



1

Awkward Pose
Utkatasana

Strengthens leg muscles and increases circulation to ankles



2

Half Moon Pose
Ardha Chandrasana

Improves balance and digestion



3

Tree Pose
Vrikshasana

Improves balance and posture



4

Cobra Pose
Bhujangasana

Improves flexibility of the back and firms the buttocks



5

Rabbit Pose
Sasangasana

Increases mobility in spine and relieves neck tension



6

Half-Tortoise Pose
Ardha-Kurmasana

Increases blood flow to the brain and soothes respiratory issues



7

Warrior II Pose
Virabhadrasana

Strengthens ankles and relieves backaches



8

Downward Facing Dog Pose
Adho Mukha Svanasana

Calms the mind and strengthens arms and legs



9

Fire Log Pose
Agnistambhasana

Opens the hips and strengthens the calves



10

Cow Pose
Bitilasana

Easy, gentle way to warm up the spine



11

Staff Pose
Dandasana

Strengthens core muscles and hip flexors, while improving posture



12

Hands-to-Feet Pose
Pada-Hasthasana

Increases flexibility of spine and strengthens the biceps and thighs

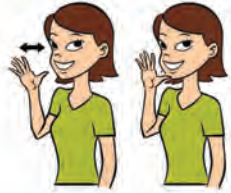
Baby Signs

In recent years, the growing trend of teaching hearing babies sign language has become increasingly popular. The benefits are many, even for hearing parents and children. The need for babies and small children to communicate is undoubtedly important. Oftentimes, during the first few years of a child's life, great frustration is created by a child's lack of vocal ability and limited vocabulary.

It is during this time that beginning with a few basic signs can become invaluable. American Sign Language signs for "drink," "eat," "more," "all gone," and others are commonly used to alleviate the communication gap and reduce potential frustration. By using sign language, a child is not only improving his ability to be understood but may also be encouraging his development of spoken language as well.



Baby Signs – Quick Reference Guide



mom



dad



sister



brother



grandma



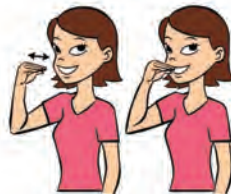
grandpa



aunt



uncle



eat



drink



milk



water



more



all done



apple



cereal



happy



I love you



book



bear



hurt



bed



dog



cat

Potty Training Tips

1. Evaluating Your Child's Readiness

- Does your toddler have the required verbal understanding? This includes being able to understand and carry out simple instructions.
- Does your toddler show signs of wanting to do more things for herself such as pulling up her own pants?
- Is your child's bladder and bowel control adequately developed? For instance, can he go for two or three hours before wetting his diaper?
- You really must not go on to step 2 until you're confident your toddler can handle being toilet trained.

2. Let's Go Shopping

You want to make this shopping trip as much fun as possible for your toddler. So what's on that shopping list? You should get:

- Underpants, preferably vibrantly colored. It's even better if there's a picture of a favorite cartoon character on them. Diaper or training underpants can be a practical solution for trips out but make sure you treat them as real pants not diapers.
- A wall chart and stickers for home.
- Remember to let your toddler have a say in the purchase choice.

3. Farewell to Diapers

- Put your toddler in pants. There's no retreating back to diapers even if there are two or three accidents along the way.

4. Give Your Toddler Plenty of Fluids

- The more your toddler drinks the more he/she will need to urinate. So they should get plenty of practice in using a potty.

5. Ask Your Toddler if He Needs the Potty

- If he/she says no, that's fine. With all those drinks they'll soon need to go. Ask again a little later.

Here is a set of skills that parents can check to determine whether their child is ready.

- An understanding of what the toilet is for.
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HighScope® KDIs

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Preschool/Pre-K Educational Program

CDC Developmental Milestones

Your Child at 3 Years



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 3rd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at 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

Act Early by Talking to Your Child's Doctor if Your Child:

- 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 for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Ramer Altmann © 1991, 1993, 1995, 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. Straw, and Paula M. Duncan 2009, Els 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



Learn the Signs. Act Early.

CDC Developmental Milestones

Your Child at 4 Years



Child's Name _____

Child's Age _____

Today's Date _____

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Check the milestones your child has reached by his or her 4th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/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 (learning, thinking, problem-solving)

- 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

Movement/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

Act Early by Talking to Your Child's Doctor if Your Child:

- Can't jump in place
- Has trouble scribbling
- Shows no interest in interactive games or make-believe
- Ignores other children or doesn't respond to people outside the family
- Resists dressing, sleeping, and using the toilet
- Can't retell a favorite story
- Doesn't follow 3-part commands
- Doesn't understand "same" and "different"
- Doesn't use "me" and "you" correctly
- Speaks unclearly
- Loses skills he once had

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CDC Developmental Milestones

Your Child at 5 Years



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 5th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- Wants to please friends
- Wants to be like friends
- More likely to agree with rules
- Likes to sing, dance, and act
- Is aware of gender
- Can tell what's real and what's make-believe
- Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed])
- Is sometimes demanding and sometimes very cooperative

Language/Communication

- Speaks very clearly
- Tells a simple story using full sentences
- Uses future tense; for example, "Grandma will be here."
- Says name and address

Cognitive (learning, thinking, problem-solving)

- Counts 10 or more things
- Can draw a person with at least 6 body parts
- Can print some letters or numbers
- Copies a triangle and other geometric shapes
- Knows about things used every day, like money and food

Movement/Physical Development

- Stands on one foot for 10 seconds or longer
- Hops; may be able to skip
- Can do a somersault
- Uses a fork and spoon and sometimes a table knife
- Can use the toilet on her own
- Swings and climbs

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't show a wide range of emotions
- Shows extreme behavior (unusually fearful, aggressive, shy or sad)
- Unusually withdrawn and not active
- Is easily distracted, has trouble focusing on one activity for more than 5 minutes
- Doesn't respond to people, or responds only superficially
- Can't tell what's real and what's make-believe
- Doesn't play a variety of games and activities
- Can't give first and last name
- Doesn't use plurals or past tense properly
- Doesn't talk about daily activities or experiences
- Doesn't draw pictures
- Can't brush teeth, wash and dry hands, or get undressed without help
- Loses skills he once had

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Learn the Signs. Act Early.

Open-ended Questions

- Can you describe what happened?
- Can you think of a new way to do it?
- Can you help me think this through?
- Do you have any other ideas?
- How are they alike, different?
- How could we make it work?
- How could we work together to solve this?
- How did that happen?
- How did you feel when you finished it?
- How did you get that to work?
- How did you know that?
- How did you work it out?
- How do you explain it?
- How might you do it differently?
- Tell me about how you worked together.
- Tell me about it.
- Tell me about the character (books).
- Tell me about what you built, made, created.

Remember:

If you can answer “yes” or “no,” the question is not open-ended.

Open-ended questions require more “think” time so be patient as you wait for children to respond.

Potty Training Tips

1. Evaluating Your Child's Readiness

- Does your toddler have the required verbal understanding? This includes being able to understand and carry out simple instructions.
- Does your toddler show signs of wanting to do more things for herself such as pulling up her own pants?
- Is your child's bladder and bowel control adequately developed? For instance, can he go for two or three hours before wetting his diaper?
- You really must not go on to step 2 until you're confident your toddler can handle being toilet trained.

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- If he/she says no, that's fine. With all those drinks they'll soon need to go. Ask again a little later.

Here is a set of skills that parents can check to determine whether their child is ready.

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Help! How can I solve common behavior problems?

We understand stages in early childhood may be trying on parents! You should expect your child to show various behavior concerns during different stages in your child's life. The good news, however, is that most behaviors are temporary and will reduce and eventually disappear with age. As a parent, you can manage such behaviors by using literacy as a great resource! Below are some stories to help tackle those common early childhood behavior problems!

Screaming/Anger/Tantrums: Controlling Emotions

Soda Pop Head *by Julia Cook*
 Finn Throws A Fit *by David Elliott*
 Mouse Was Mad *by Linda Urban*
 Little Monkey Calms Down *by Michael Dahl*
 How Do Dinosaurs Say I'm Mad *by Jane Yolen*
 Llama Llama Mad at Mama *by Anna Dewdney*
 Tough Guys Have Feelings Too *by Keith Negley*

Lying:

David Gets in Trouble *by David Shannon*
 Liar, Liar, Pants on Fire *by Diane deGroat*
 The Boy Who Cried Bigfoot *by Scott Magoon*
 Little Croc's Purse *by Lizzie Findlay*

Separation:

Wemberly Worried *by Kevin Henkes*
 The Kissing Hand *by Audrey Penn*
 First Day Jitters *by Julie Danneber*
 Llama Llama Misses Mama *by Anna Dewdney*
 Will I Have A Friend? *by Miriam Cohen*
 You Go Away *by Dorothy Corey*
 Little Elliot, Big City *by Mike Curato*

Biting:

Teeth Are Not for Biting *by Elizabeth Verdick*
 No Biting! *by Karen Katz*
 Little Dinos Don't Bite *by Michael Dahl*
 People Don't Bite People *by Lisa Wheeler*
 Doodle Bites *by Polly Dunbar*

Sharing:

The Nice Book *by David Stein*
 Should I Share My Ice Cream? *by Mo Willems*
 Llama Llama Time to Share *by Anna Dewdney*
 One Big Pair of Underwear *by Laura Gehl*
 It's Mine! *by Leo Lionni*
 Too Many Carrots *by Katy Hudson*
 The Bear Who Shared *by Catherine Rayner*
 That's (Not) Mine *by Anna Kang*
 Gossie *by Olivier Dunrea*

Interrupting:

My Mouth Is A Volcano *by Julia Cook*
 Interrupting Chicken *by David Ezra Stein*
 Decibella and Her 6-Inch Voice *by Julia Cook*
 Lacey Walker, Nonstop Talker *by Christianne Jones*



Dear Preschool 2 Families,



Our Children of America Mascot, Bentley the Wonder Dog, is a prominent figure in our schools. He is found as the main character in the “Bentley Book Series” illustrated by children attending our programs across the United States. Bentley also travels to each school throughout the year (as a stuffed animal) where he spends 10–14 days in the Pre-K classroom. Children can map his travels, learn about geography, read his books and include Traveling Bentley in all their daily activities. At the end of his visit, he is shipped off to the next school on his itinerary with mementos of his visit to share at his next stop.

Your child in our Preschool 2 classroom will love and care for Baby Bentley! Baby Bentley remains as a visitor in your child’s classroom for the entire school year. The teacher will assign a child the responsibility of caring for Baby Bentley for a day, week or weekend. This will be determined by your child’s teacher. If Bentley does come to your house for an amazing adventure feel free to share pictures of his visit with your family by sending to Bentley@childrenofamerica.com.

Bentley requires very little care, no food and no special sleeping arrangements! Baby Bentley is totally potty trained so requires no special trips outside at 3 a.m.!

You will probably be hearing a lot about Baby Bentley this year and some of his classroom antics. We want this to be a fun learning experience for your child, where with the help of Baby Bentley’s social skills, responsibility and love of learning all begin to take form!

Yours truly,

Bentley's Loving Primary Caregiver



Key Developmental Indicators (KDIs)

D. Communication, Language and Literacy

- 21. Comprehension:** Children understand language.
- 22. Speaking:** Children express themselves using language.
- 23. Vocabulary:** Children understand and use a variety of words and phrases.
- 24. Phonological awareness:** Children identify distinct sounds in spoken language.
- 25. Alphabetic knowledge:** Children identify letter names and their sounds.
- 26. Reading:** Children read for pleasure and information.
- 27. Concepts about print:** Children demonstrate knowledge about environmental print.
- 28. Book knowledge:** Children demonstrate knowledge about books.
- 29. Writing:** Children write for many different purposes.
- 30. English language learning:** (If applicable) Children use English and their home language(s), including sign language.

E. Mathematics

- 31. Number words and symbols:** Children recognize and use number words and symbols.
- 32. Counting:** Children count things.
- 33. Part-whole relationships:** Children combine and separate quantities of objects.
- 34. Shapes:** Children identify, name and describe shapes.
- 35. Spatial awareness:** Children recognize spatial relationships between people and objects.
- 36. Measuring:** Children measure to describe, compare and order things.
- 37. Unit:** Children understand and use the concept of unit.
- 38. Patterns:** Children identify, describe, copy, complete and create patterns.
- 39. Data analysis:** Children use information about quantity to draw conclusions, make decisions and solve problems.

F. Creative Arts

- 40. Art:** Children express and represent what they observe, think, imagine and feel through two- and three-dimensional art.
- 41. Music:** Children express and represent what they observe, think, imagine and feel through music.
- 42. Movement:** Children express and represent what they observe, think, imagine and feel through movement.
- 43. Pretend play:** Children express and represent what they observe, think, imagine and feel through pretend play.
- 44. Appreciating the arts:** Children appreciate the creative arts.

Key Developmental Indicators (KDIs)

G. Science and Technology

- 45. Observing:** Children observe the materials and processes in their environment.
- 46. Classifying:** Children classify materials, actions, people and events.
- 47. Experimenting:** Children experiment to test their ideas.
- 48. Predicting:** Children predict what they expect will happen.
- 49. Drawing conclusions:** Children draw conclusions based on their experiences and observations.
- 50. Communicating ideas:** Children communicate their ideas about the characteristics of things and how they work.
- 51. Natural and physical world:** Children gather knowledge about the natural and physical world.
- 52. Tools and technology:** Children explore and use tools and technology.

H. Social Studies

- 53. Diversity:** Children understand that people have diverse characteristics interests and abilities.
- 54. Community roles:** Children recognize that people have different roles and functions in the community.
- 55. Decision-making:** Children participate in making classroom decisions.
- 56. Geography:** Children recognize and interpret features and locations in their environment.
- 57. History:** Children understand past, present and future.
- 58. Ecology:** Children understand the importance of taking care of their environment.

Kindergarten Readiness: Are YOU Ready? Things to Start Doing NOW!

1. Establish strong routines at home: Routines help children learn, make them feel safe and in control of their world, and foster their self-confidence and sense of belonging within the family. Some key family routines that will help children and you feel ready for kindergarten include:

Bedtime Routines

Bathtime Routines

Reading Routines

Mealtime Routines

2. Phase out naptimes. Try putting your child to bed earlier to make up for missed naps if necessary.
3. Talk about new school expectations. Talk to your child about what kindergarten will be like to help start preparing for this big transition. Encourage children to ask questions and as always, ask them questions!
4. Discuss what a daily school routine will look like compared to a day at COA.
5. Discuss transportation. Will child attend COA before or after school? Will child be taking a yellow bus or walking to and from school?
6. Discuss behavior expectations.
7. Talk about any COA friends who may be going along with your child and new faces your child may meet.
8. Take a school tour. Point out similarities and differences between your child's new school and a COA school.
9. Practice and encourage responsibility. Pass off the duty of pack mule and allow your child to start packing, carrying and being responsible for his or her own items. This helps teach responsibility and enforce independence.
10. Begin weaning child off favorite comfort toy, blanket or stuffed animal.
11. Make time for fun; continue to encourage active learning.
12. Let go! Your child will officially graduate from Preschool this year! It's time for him to spread his wings!

The Order for Teaching Letter Recognition:

- 1. Ss, Aa, Tt, Ii**
- 2. Pp, Nn, Cc, Kk**
- 3. Ee, Hh, Rr, Mm, Dd**
- 4. Gg, Oo, Ll, Ff**
- 5. Bb, Qq, Uu, Jj**
- 6. Zz, Ww, Vv, Yy, Xx**

By teaching the letters in this manner, children are able to begin forming words very quickly. After learning the first 6 letters kids can make words in the “at”, “an”, “it”, “ip”, “ap” and “in” families.

Capital printed letters are the straightest, simplest forms of most letters in the English alphabet. They are both easier to teach and easier to learn to form than their lowercase versions. Young children usually recognize more upper case letters than lower case, have a preference for upper case writing and write upper case letters better than lower case between the ages of 4 and 6.

Introducing the letters and letting children begin to make words almost right away creates a huge sense of pride.

Introduce the letters in little groups. At first, relatively quickly introduce the first row of letters, maybe over a week. Then do lots of activities playing with those letters: their sounds, shapes, and names. Once they are mastered, add in the next row. Building and growing, slow and steady.

Slow and steady. This is so important! There is no point in rushing through these steps. We want our children to have a rock solid foundation and that can only be built one small step at a time.

HighScope® KDIs

Key Developmental Indicators (KDIs)

Within HighScope's eight content areas, listed below, are 58 key developmental indicators (KDIs) that define important learning goals for young children.

J. Approaches to Learning

1. **Initiative:** Children demonstrate initiative as they explore their world.
2. **Planning:** Children make plans and follow through on their intentions.
3. **Engagement:** Children focus on activities that interest them.
4. **Problem solving:** Children solve problems encountered in play.
5. **Use of resources:** Children gather information and formulate ideas about their world.
6. **Reflection:** Children reflect on their experiences.

K. Social and Emotional Development

7. **Self-identity:** Children have a positive self-identity.
8. **Sense of competence:** Children feel they are competent.
9. **Emotions:** Children recognize, label, and regulate their feelings.
10. **Empathy:** Children demonstrate empathy toward others.
11. **Community:** Children participate in the community of the classroom.
12. **Building relationships:** Children build relationships with other children and adults.
13. **Cooperative play:** Children engage in cooperative play.
14. **Moral development:** Children develop an internal sense of right and wrong.
15. **Conflict resolution:** Children resolve social conflicts.

L. Physical Development and Health

16. **Gross-motor skills:** Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
17. **Fine-motor skills:** Children demonstrate dexterity and hand-eye coordination in using their small muscles.
18. **Body awareness:** Children know about their bodies and how to navigate them in space.
19. **Personal care:** Children carry out personal care routines on their own.
20. **Healthy behavior:** Children engage in healthy practices.

M. Language, Literacy, and Communication

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COA



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