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REGISTRATION FEES:
There is a registration fee due upon registering your child at Learn ‘N Playday. These fees are required in order to place your child into our program. It covers all supplies and field trips for the school year. Half of this fee is refundable up to July 31st if you choose not to participate in our program.

TUITION
Tuition is based on budget requirements for one fiscal year, which includes teacher salaries, benefits, materials, staff development, equipment, etc. The assessment of tuition is based on the total class days per year and is divided equally over 9 months. Therefore, tuition is the same each month regardless of how many days your child attends each month. Tuition is due by the last business day of each month and covers your tuition from the 1st-31st for the following month (with the exception of December which is due prior to the winter break). Checks are deposited once a month on the first business day after the due date. A late payment fee of $15.00 is applied if tuition is not paid on time and you must pay on-line. Please make checks payable to Allen ISD. If paying in cash, you must have the exact amount. You may also pay with a credit card or electronic check through Allen ISD web store or at www.allenisd.org/learnnplayday. Refunds are not made due to illnesses, vacation, school closings, or withdrawals. If withdrawing your child a two-week notice with payment is required. If you withdraw your child in the months of March, April or May, full tuition is due for these months since your child’s spot will not be filled towards the end of the school year.

TIME OF OPERATION AND WEATHER CANCELATION POLICY
Learn ‘N Playday classes are held from 9am until 2pm. We follow the AISD school calendar with regard to school closings for holidays and teacher in-service days. LNP may also close for teacher training that does not fall into
scheduled days off. We also observe school closings due to bad weather. Please check the local TV channel/internet/radio for this information. If there is a DELAYED school opening, LNP opens at 11 AM.

**DROP OFF, PICK UP AND RELEASE OF CHILDREN**

Doors open at 8:45 a.m. for drop off and 1:50 p.m. for pick up. If you are running late, you will need to enter through the front door of the school and sign in and out at the office and walk your child to the classroom. Drop off and pick up is done in the cafeteria which is to the right of the front door. During morning drop off (8:45-9:00), please walk your child to the door or to your child’s teachers. Teachers will check off your child has arrived. For pickup (1:50-2:05), it is necessary to sign your child out.

Children will not be released to anyone unless they are listed on your information sheet as having permission to pick up your child, or unless you have notified the teachers in advance of a change in pick up plans.

**BACKPACKS AND SCHOOL SUPPLIES**

Please provide a backpack for your child that is large enough for them to put their belongings in each day, including art projects, a change of clothes and a lunch box. PLEASE no “luggage” type backpack with wheels. Clearly label with your child’s name. There are no supplies to purchase. Your registration fee covers supplies throughout the school year.

**APPROPRIATE CLOTHING**

EASY!! This is the key for a fun-filled day that is stress free for all! Be sure whatever you dress your child in can be easily removed BY YOUR CHILD. They must be able to remove their clothing on their own. Please avoid belts, suspenders, hard to snap pants, etc. Seldom do children allow enough time when rushing to the potty, nor do teachers have time to un-do 20 belts, buttons, etc. Please remember that we play hard and get dirty while at preschool. Even when wearing a smock children can get paint on their clothes. We paint, glue, and use playdough, flour, shaving cream, water, and a multitude of other interesting materials! We cannot stress enough the need to dress your child in PLAY CLOTHES. This way everyone can focus on having fun! Tennis shoes are the best choice for preschool. There are wood chips on the playground which can hurt feet if sandals or flip flops are worn. We also go to the gym and running is easiest in tennis shoes. Please send a jacket or coat when necessary. We do go outside all year long if the temperature is 40 degrees or above. PLEASE LABEL ALL CLOTHING.

**DISCIPLINE**

We encourage good conduct with a minimal amount of authoritative discipline. Teachers use appropriate guidance techniques to deal with a child’s inappropriate behavior, such as: redirection, distraction, talking it over, and as a last resort, time out. Any behavior we feel is age appropriate and not an on-going problem, the teachers will deal with it as it occurs. They may or may not let you know at the end of the day about a particular situation if they feel it is not necessary. Each child is expected to conform to the rules of our program. If your child’s behavior is presenting a problem you will be notified and a conference will be set up with your child’s teachers. If the behavior does not correct itself, we reserve the right to remove your child from our program.
ILLNESS

Please keep sick children at home. Preschool attendance is not mandatory and your child will enjoy our program a lot more if they are happy and healthy. Our policy is that if any child exhibits the following symptoms, he or she must be kept out of school until they are symptom free for 24 hours: any temperature over 100 degrees (**without fever-reducing medicine), profuse discharge from the nose, any rash we cannot identify, discharge from the eyes, or vomiting and diarrhea. If your child has a contagious illness, please notify the director as soon as possible. If your child has begun a course of antibiotics, they may return to school after 24 hours from the first dose. Our program does not administer medications. The only types of medication that Learn ‘N Playday allows are Epi-Pens and Benadryl for food allergies. These must be kept at school at all times. The school nurse is not responsible for LNP children as they are not enrolled as Anderson students. Please help us maintain a healthy environment for all children by following these guidelines.

RESTROOM POLICY

All children in our program MUST be potty trained. We use hallway restrooms as a group that children must use independently. Therefore they need to be able to take care of their personal hygiene needs before entering our program. This includes wiping themselves and pulling up their pants. Please work on these self-help skills at home so that they do not encounter problems while at school. We do expect potty accidents to happen during the school year. Please be sure that your child ALWAYS has at least one complete change of clothes in their bag at all times. Please include an old pair of shoes, if you have any. Children may also tend to get wet and dirty in other ways and being prepared will save you a trip to the school.

LUNCH BOX ITEMS and SNACKS

**OUR PROGRAM IS NOT PEANUT FREE

SNACKS:

SNACKS ARE NOT REQUIRED if you don’t feel your child will need one (many children do not bring them). All snacks MUST be a healthy snack. No cookies, pudding, candy, pop-tarts, or items containing a lot of sugar. Suggested items include fresh fruit (not in juice cups) or veggies, crackers, goldfish, granola bars, etc. Only a small amount is needed each day (a ½ full SNACK size Ziploc bag is appropriate) and that can be consumed in just a few minutes. You may also send a snack in a reusable container. Label EVERY day with your child’s name. Due to allergies, snacks without names will be discarded. Water is served with snack.

LUNCH: We eat lunch in our classrooms. Since many children often have the same lunchbox, please label it clearly on the outside as well as the inside. A thermos, juice box, or a sippy cup is best for drinks. We do not allow soda or candy with lunches. Lunch should be easy and nutritious. Children are asked to eat at least ½ of their main protein item first. While encouraging healthy eating as part of our curriculum, cookies, chips, etc. are considered “dessert” and may be eaten after their main food item and choices such as fruit, yogurt, raisins, etc. come after their main lunch item. Please try to send healthy choices for lunch and foods that your child will enjoy. We will send home whatever is not eaten so you know what your child is eating at school. PLEASE, NO RED JUICE….it stains the carpet. Please use a cold pack, if necessary. No food may be microwaved in school for any reason, so please use a thermos to keep hot foods warm.

KEEPING YOU INFORMED

Each month you will receive a school-wide newsletter and activity calendar that will let you know about special happenings in our program. Each week you will receive an email with the link to the classroom newsletter and photos letting you know what your child has been learning about and any class specific information. You may receive other notes (and e-mails) as the need arises, so please check your child’s bag and email daily. Please be sure to save the newsletter and calendar to serve as a reminder for field trips or other happenings. We do a mid-year evaluation on
your child that is sent home in January for 4 year olds, and a later one in April for 3 year olds. A follow-up, if needed, is done in May. We do not do formal parent-teacher conferences, but if at any point in time you would like to meet with your child’s teachers, please request to do so. All newsletters, calendars, weekly class photos, Frog Street Press letter and number of the week, etc., can be found on your child’s class web page at www.allenisd.org/learnnplayday. You will be emailed this link each week.

CLASS PARTIES and birthday party policy
Due to the State of Texas FMNV (Foods of Minimal Nutritional Value) Policy, we are permitted to have 3 class parties throughout the school year. These parties include: Winter, Valentines, and Last Day of School parties. We do not allow treats for birthday parties as parents can only provide food for their own child. We do acknowledge their birthdays, they are line leader for the day, and everyone sings happy birthday to them in music class! If you would like to send in treats or treat bags that can be sent home with the children, you are welcome to do so.

PARENT INVOLVEMENT
Parents are strongly encouraged to be part of their child’s preschool experience. Feel free to drop in at any time to have lunch with your child. We’d love to have you! Volunteers are always needed for field trips. Parents wanting to be a volunteer must complete a volunteer application with the district. This form can be found at www.allenisd.org. Click on Register to be a Volunteer on the home page. This application needs to be filled out EVERY YEAR after July 1st.

CURRICULUM AND PHILOSOPHY
Children are natural learners-they are curious, interested, and enthusiastic about learning new things. The best way to teach children is to build on play and their natural way they learn. CHILDREN LEARN THROUGH PLAY. Play is a child’s work. Play fosters total development and is integrated into everything they do. CHILDREN LEARN BY DOING. They need active learning with concrete objects. They need first hand experiences with real things…art projects, science experiments, blocks, dramatic play, etc. CHILDREN LEARN BY BEING MOTIVATED. Motivation is a key ingredient to learning. Doing worksheets is not motivating to a 3 or 4 year old child. A stimulating environment sparks a child’s curiosity and desire to learn and that is what our curriculum strives to do every day.

Our curriculum at Learn ‘N Playday encompasses all aspects of a child’s development. We strongly believe in learning through play and using many hands-on activities to teach a variety of concepts. Our teachers use thematic teaching as a means to teach your child something new and exciting each week. The majority of the classroom activities are then focused around this theme, which makes learning fun, enjoyable, and concepts easier to understand.

Each classroom is divided into at least 10 different learning centers, each one focusing on different skills and interests. All of these centers teach skills that the children will eventually need to enter kindergarten. Our curriculum is based on objectives from the Texas Pre-kindergarten Guidelines which covers the areas of Social/Emotional, Language and Communication, Emergent Literacy: Reading and Writing, Mathematics, Science, Physical Development, Fine Arts, Social Studies and Technology (all classrooms have computers, iPads, and an interactive SMART board for children to use). Whatever activities your child chooses to do while spending their day with us, we know they will be able to blossom emotionally and intellectually in a loving and nurturing environment; an environment that promotes socialization, develops self-help skills, encourages emotional development, and most of all the love of learning.

We use the Frog Street Press Literacy Curriculum which focuses on sequenced instruction for phonological awareness, alphabet knowledge, vocabulary, and written expression. This is enhanced by our teacher-developed curriculum.
STEM
What is STEM? Science, Technology, Engineering, and Math. We incorporate STEM into our daily curriculum at our preschool. STEM is a world of intellectual learning. In this new way of thinking, our students learn through hands on experiences, not by memorization. By integrating learning by practice into the daily classroom activities, students are introduced to new ways to learn. STEM helps children explore, observe, ask questions, predict, and integrate their learning across all areas of our curriculum. We provide activities to build upon a child’s natural inclination to explore, build, and to question. Research confirms that the brain is particularly receptive to learning math and logic between the ages of 1 and 4, and that early math skills are the most powerful indicator of future life successes. STEM activities teach problem-solving skills, creativity, technological aptitude, communication, teamwork and so much more!

The Importance of PLAY: There are no greater natural scientists and engineers then young children. Inquisitive learners learn STEM concepts through PLAY. Our early childhood environment provides the structure in which to build upon their natural inclination to explore the world around them.

What does STEM look like in a preschool classroom?
Science: We use microscopes, prisms, scales, grow plants from seed, hatch butterflies, create and experience different substances and do science experiments! We make playdough and goop and slime to see how mixing one substance creates another!
Technology: All of our classrooms have ipads, computers, and SMART interactive boards available for the children to use each and every day. We use our CD player to listen and read books. Activities on all of these support and reinforce what we are learning in class.
Engineering: We build with Legos, Tinkertoys, Gears, construction sets, magnetic tiles, Lincoln Logs and wood blocks! Children build bridges and see if it will support a truck they drive over it or try to balance blocks to make a building that won’t fall down!
Math: We play in our water table with measuring cups to compare volume, count how make leaves or acorns we find outside, then use them in our classroom to make patterns in our Math center. We measure ingredients to make something fun, and count and sort play money in our grocery store.

These are just a few of the many activities we do in our program to help children grow into inquisitive and motivated learners throughout their entire life.
Texas Prekindergarten Curriculum Guidelines

Research confirms the value of early childhood education for young children. Preschool programs that support effective teaching practices have been shown to lead to important growth in children’s intellectual and social development, which is critical to their future academic success.

Prekindergarten guidelines were established by the State of Texas to ensure that all three and four-year-old children have the opportunity to strive towards the goals set up in each content area of learning. Due to age differences and previous experiences children will have a great diversity of knowledge.

Based on the guidelines, Learn ‘N Playday has developed and implemented a comprehensive curriculum to ensure children have a chance to achieve success while working toward the goals and to align our program with the goals set forth in the kindergarten curriculum in Allen ISD. We utilize the Frog Street Press Curriculum (www.frogstreet.com) as well.

Goals are established in each of the following content areas
- Social and Emotional
- Language and Communication
- Emergent Literacy: Reading
- Emergent Literacy: Writing
- Math
- Science
- Physical Development
- Social Studies
- Fine Arts
- Technology

Learn ‘N Playday uses concepts from the guidelines and provides many opportunities for children to achieve knowledge and skills while being in a warm and loving atmosphere, where “play” is the means to achieve these goals, and most importantly developing a life-long love of learning.

The complete 129 page listing of skills and objectives in the Texas Pre-Kindergarten Guidelines can be found at http://www.tea.state.tx.us.

Why is PLAY so important in Preschool?
What we learn when we play....

Circle Time
Generally teachers begin this group time with a specific topic for discussion. It may be a topic related to a project the class is working on, or it may focus on a specific skill. For example, in the beginning of the year, the teacher may play games to help the children learn the names of each of their classmates. Students may also use the time for "show and tell.” Teachers often also include music appreciation, group sings, stories and creative movement during circle time.
Some teachers hold circle time first thing in the morning as a way of organizing the class and the morning activities.

**What's Learned** These "chats" are an opportunity for the youngsters to learn how to organize their thoughts. As they talk about their experiences, children learn how to tell a story with a beginning, middle, and end. When a child learns the words to "The Itsy Bitsy Spider" or "I Know an Old Lady Who Swallowed a Fly," this is an important part of a child's informal education. This is "shared knowledge"—that is information that society assumes you know. For example, other children assume you know the words to familiar folk songs.

**Art Projects**

Some art projects are part of a theme that the class is studying. For example, as part of the seasons' curriculum, the children might gather pine cones, leaves, and acorns during a fall nature walk. They will later use them in art projects, such as to make leaf rubbings, to assemble in collages, or to use as decorations for picture frames.

A good art corner will be stocked with materials that can be used in a variety of ways for projects. There should also be easels for painting individually (although sometimes two children will work at the same easel to create a painting together).

**What's Learned** A good art project teaches a child that his creativity is limited only by his own imagination. By transforming everyday objects, such as empty paper towel rolls and egg cartons into sculptures, imaginary bugs, or spyglasses, a child discovers that he can create a world of play.

Using materials in an art project reinforces and expands on the information a child has already learned in other contexts. For example, let's assume that the art project of the day is to make rubbings of leaves collected during a nature walk the day before. If from a pile on the table, the child selects a dry leaf that crumbles easily, the youngster learns, in a concrete way, about life cycles in nature. Through trial and error, just like the scientist in a lab, the student might find that green leaves or shiny leaves hold up better for this art project.

Another art project might have the youngsters create a fall mural by pasting leaves, pine cones, and acorns on a large roll of paper. They might organize the project by sorting and classifying the leaves, by color, shape, and size. These are pre-reading and pre-math skills—as well as fun. In this same project, the group also learns social skills such as cooperative and group dynamics. Do the three-year-olds know this as they happily create a fall mural—probably not, but their teachers certainly do.

Art projects are also excellent for developing a child's fine-motor skills. It takes small-muscle control in order to manipulate clay, cut with scissors, paint with a brush, and color with markers or crayons. As these skills are practiced, they help a child gain mastery to cut with a knife, button his own shirt, and print his name.

Art projects build a child's self-esteem. The finished product, on display on the refrigerator, validates a child's sense of worth. It's another opportunity for a child to say "I can do it!"

The process, not the product, is the most important element of preschool art projects.

**Outdoor Play**

Running, swinging, climbing, jumping, hopping, biking, digging in the sand—outdoor fun is one of the favorite parts of any young child's day. A good preschool playground will have enough space and sturdy equipment that a child can use his imagination while exercising. For example, the jungle gym structure might have connecting slides, firefighter poles to shimmy down and then inch up, tunnels to crawl through, a swinging bridge that connects one side of the apparatus to the other. A child will use multiple skills and create dozens of scenarios as he plays on this one structure.
**What's Learned** Outdoor play refines a child's gross-motor (large-muscle) skills. The cross-lateral movement (right arm/left leg and vice versa) involved is critical to a child's later success in reading and writing. Playground time is also an opportunity to explore and manipulate a different environment. Youngsters also love outdoor play because they can let loose their imaginations while getting physical. They can turn the jungle gym into a rocket ship, a castle, a firehouse--anything they choose.

**Music and Creative Movement**
Children enjoy both listening to music and making their own. Whether it's a group sing-along, marching in a percussion band, playing a triangle, or making up new lyrics to old favorite tunes, music is the universal language. Creative movement, learning to move your body through space, in time to the music or while pretending to be a falling leaf, is a creative way to tap into a child's imagination and artistic side. **What's Learned** Music helps children connect the outer world of movement and sound with the inner world of feelings and observations. Playing games or moving to music is a powerful first experience in the artistic process. Children learn music the same way they learn language--by listening and imitating. Finger play promotes language development, fine-motor skills, and coordination, as well as self-esteem. Young children are proud when they sing a song and can do the accompanying finger movements. Listening to music also teaches important pre-reading skills. As youngsters use small drums or other percussion instruments (homemade or store-bought), they can play the rhythmic pattern of words. They can learn to hear the differences between fast and slow, loud and soft, one at a time and together, etc. When they try new instruments, they notice how each variation changes the music. Creative movement expands a child's imagination. It's also a fun method of physical fitness--an important goal of child development.

**Writing**
Long before a child learns to form letters with a pencil, they have to take many steps toward learning to write. They must have the opportunity to use their hands to do a variety of things before they can learn to print letters. Molding with clay, using markers or crayons with stencils, or chalk on a chalkboard, or using a small paintbrush with watercolors are just a few of the ways children practice for writing later on in Kindergarten. Children may write “notes” to friends with all the paper and pencils available. If a child does not have a proper pencil grip and lots of opportunity to practice this grip, learning to write letters will be very difficult. This is why at the age of 3 and 4 that it is so important to work on all of these pre-writing skills though a variety of activities. The more time that is spent on the classroom working on developing fine motor skills needed for writing, the easier it will be to do actual writing activities in Kindergarten, and the easier it will be to correctly form letters and numbers.

**Snack Time**
What do you remember as the highlight of your own school day--lunch time and recess? It's not all that different for preschoolers. Snack time is an important part of the preschool experience. Whether the food is provided by the school, or on a rotating basis by the parents, or cooked by the students themselves, snack time--just like mealtime in your own home--is an opportunity to “break bread,” share, and communicate. The snack is usually simple, crackers or a piece of fruit and juice. Snack time can also be an opportunity for children to try new foods. One little boy brought in the usual graham crackers and apple juice for the class snack, but also brought in his personal favorite green olives. Surprisingly, several of the children were willing to taste the new delicacy! **What’s Learned** Snack time is an opportunity for a child to learn social skills as she chats with her friend in the seat next to her. Passing out the snack and distributing a napkin and cup to each child teaches one-to-one correspondence and counting skills. Pouring the juice from a small pitcher to an individual cup...
requires small-motor control. Cleanup time after snack is another educational opportunity. Again, a child’s sense of competence and independence are reinforced. Snack time is also an opportunity for a child to associate mealtime with pleasant feelings.

Building with Blocks
There’s so much going on in the block corner that it’s easy to understand why it is often the most popular area in the preschool classroom Building with blocks is lots of fun--and it teaches many skills that children will use later. One study indicates that many of the concepts learned from block building are the foundation for more advanced science comprehension. For example, a child learns about gravity, stability, weight, balance, and systems from building with blocks. Through trial and error, she learns inductive thinking, discovery, the properties of matter, and the interaction of forces. One researcher suggested that one reason you see fewer girls in advanced placement physics classes in high school is because they are excluded (intentionally or unintentionally) from many of the “play” activities that build scientific framework.

What's Learned Blocks help children learn scientific, mathematical, art, social studies, and language concepts; use small-motor skills; and foster competence and self-esteem. Building with blocks also teaches life skills. Just putting away your groceries in the cupboard is using the same concepts of spatial relations, stability, and balance that you learned in the block corner.

Besides the scientific concepts discussed in the previous paragraph, blocks also are important in developing math skills. A child learns about depth, width, height, length, measurement, volume, area, classification, shape, symmetry, mapping, equality (same as), and inequality (more than, less than)--all from building with blocks.

Building with blocks also teaches art concepts such as patterns, symmetry, and balance. A child learns about symbolic representation, interdependence of people, mapping, grids, patterns, people and their work. A child gains pre-reading skills such as shape recognition, differentiation of shapes, size relations. Language is enhanced as children talk about how to build, what they built, what is its function or ask questions about concepts or directions. And dramatic play is also a part of block building as children create stories to go along with their constructions.

Finally, building with blocks fosters a feeling of competence, teaches cooperation and respect for the work of others, encourages autonomy and initiative.

It's not just building with blocks that is educational, so is cleanup. Sorting and storing blocks teaches classification and one-to-one correspondence, which are important math skills.

Dramatic Play
The housekeeping/dress-up corner should be stocked with play items and props that encourage young children to play make-believe. Look for pots and pans, stuffed animals, dolls (soft, unbreakable, washable, and multiethnic), toy telephones, hats, purses and tote bags, unbreakable tea sets, doll beds and carriages.

What's Learned Playing make-believe lets a child bring the complicated grown-up world down to size. Research demonstrates that children who are active in pretend play are usually more joyful and cooperative, more willing to share and take turns, and have larger vocabularies than children who are less imaginative. Imaginative play helps youngsters to concentrate, to be attentive, and to use self-control. Think about how a child develops a game of supermarket. He must first set up the counter, put out the pretend cans of food, invite friends to shop, use the "cash register," and bag the groceries. All of these actions help a child to learn about sequential acts. He also has a story or script in mind that helps him to perform each of these steps in a logical and orderly way...what a great pre-reading activity. When children pretend they also learn to be flexible, substituting objects for those they do not have. For example, a child will use an empty paper towel roll for a telescope.
Through imaginative play, children learn empathy for others. Children will often act out a whole range of emotions when playing pretend, offering sympathy for a stuffed "doggie" that is hurt or for a doll that fell off a chair. We watch them scold a puppet for being naughty or tell a doll how proud they are because she used the potty. Dramatic play encourages children to think abstractly, which is an important pre-reading skill. Children come to understand that words represent ideas.

**Manipulative Activities**
Children enjoy playing with a variety of toys that helps develop their fine-motor control and number skills. These toys include Legos, Bristle Blocks, Play-Doh, Peg-Boards, large beads to thread, and stacking, nesting materials, and a variety of materials that can be used to count, sort, classify, organize and count. **What's Learned** Manipulative toys help develop a child’s fine-motor skills, which is a precursor to being able to write. Manipulatives are also used to a large extent to develop an understanding of numbers and their relationship to objects. Math is more than just counting. “My child can count to 20” is a very small part of math. A lot of the math we do with pre-readiness activities include sorting, classifying, matching, learning about some, more, less, whole, part, and bigger or smaller. These experiences lay the groundwork for understanding and using math later in school.

**Cooperative Play**
During the preschool day, you should see children who are playing by themselves, but you should also see cooperative play, small groups or even the class as a whole working on a project. The amount of cooperative play increases as the children grow older. Some of this play may be child initiated, and some may be teacher directed. **What's Learned** Working together, whether it’s on a block building or planning a tea party, helps children to learn to respect the ideas of others. They develop their social skills, and social competence is an underlying goal of early childhood education. Children in cooperative play learn to contribute to joint efforts. They also learn how to problem solve by working together to find a solution.

**Sand/Water Table**
Sometimes the rubber basin is filled with sand (some schools use rice or grits, which are less likely to get into a preschooler’s eyes), and it’s almost an indoor mini-playground. Even children who don’t ordinarily dig in the sand at the beach will find it fun to measure, sift, and pour the sand from one container to another. When it’s filled with water, the basin becomes a doll bathtub or a sink for toy china. **What’s Learned** A child has a practical math lesson in fractions when she pours a cup full of sand into a two-cup container. It explains the concept faster and more clearly than a detailed discussion or drawing. Her fine-motor skills are also being developed as she washes a tea set or maneuvers a cup full of sand into a sifter. Her eye-hand coordination is helped. As anyone who has sat on a beach knows, sand and water play is soothing. It encourages children to explore and learn about cause and effect. (For example, what happens if I put a sponge in the water? What happens if I then squeeze the sponge?). There is no right or wrong way to play with sand and water (except to throw it out of the basin), so each child experiences success.

**Books and Reading**
The book corner should have books reflecting a range of levels. There should be simple board books, as well as picture books with a story line. The area should be comfortable, carpeted, and perhaps lined with pillows. It should be a place where a young child can go and look through books by himself—as well as a meeting place for story time for the class.
What's Learned  Children learn language skills from books. Whether they are looking at a book individually, or being read to as part of a group, when you make books a part of a young child's day you set the stage for a lifelong interest in reading.

“My child knows all of her letters” is a good first step to beginning reading, but also a very small part of the whole reading process. Activities for pre-reading might include identifying their name or their friends name during class helper time in the morning. They can identify the word “table” when they see the word taped to the actual object. They begin to learn letter sounds in a variety of different ways throughout the day. Children will begin to learn to read after they enter kindergarten, and a good preschool sets your child up for success in this area by laying a strong foundation of pre-reading skills. Singing a song and seeing how words rhyme and being able to sequence a puzzle from left to right (just like we read) are just a few examples of how pre-reading is taking place in the early childhood classroom.

Cleanup  
Preschoolers don't yet know that grown-ups consider cleaning a nuisance. For them, it’s another fun activity. It’s not a question of efficiency. It’s tempting sometimes for grown-ups to do the task themselves, rather than exercise the patience it requires to help a preschooler through a chore. But allowing the young child to put away the blocks, wipe down the tables, and put the toys back on the shelves is a valuable educational exercise.

What's Learned  Preschoolers learn to sort, classify, match, and organize when they put the toys back on the shelf. A good preschool classroom will have low shelves and individual bins for small toys, so that the young child can easily see where objects belong. The bins will be labeled (which helps develop language skills).

Preschoolers learn that helping behaviors and orderliness are valued. They see that it’s important to take care of their environment and that it's easier to find what you want when you put it back in its designated place. Cleaning up teaches self-discipline. Children learn how to follow simple directions. Working together as a class to clean up their room is another exercise in cooperation. As they work alongside their teacher and classmates, chatting and discussing the best way to approach the cleanup effort, language and social skills are being practiced. Preschoolers also enjoy feeling competent, independent, and responsible. With the instant feedback of a clean room and a job well done, a youngster's self-esteem is enhanced.

AUTHOR  
OPEN-ENDED ART PROGRAM

A big part of your child’s preschool experience involves our child-centered, open-ended art program. This program is geared towards developing their creativity, imagination, and inventiveness.

The opportunity to use materials freely, with gentle guidance from our teachers, is what counts in a creative art program. In order to build creativity, the process must always take precedence over the product. The children need to only please themselves and there is never a right or wrong, just creating.

What your child brings home will be his or her own response to the materials the teachers have provided. What your child creates will be based on their skills, developmental age, imagination, or perhaps what they have seen another child creating. Our art program allows them to explore, experiment, change and originate.

We suggest that when children bring their artwork home, you comment about the colors, the lines or the materials themselves. If you always say “oh that’s a pretty picture”, that response may soon become meaningless to your child. Some specific comments that can be meaningful are:

“I can tell you worked very hard to paint that whole paper”
“Tell me about your picture”
“I like those wavy purple lines! They make me feel happy”

Making specific observations about your child’s artwork not only shows an interest but also acknowledges the artistic process.

Our teacher’s work very hard to develop as art program that will allow your child to develop their creativity through using a variety of materials, the imagination that comes with experimentation, and the self-esteem that comes with accomplishment. We hope you will appreciate and understand how our art program adds to your child’s every day experiences and overall development.

Handwriting Program
“First Strokes”

Did you know that the way your child holds their pencil is locked in by the time they go to kindergarten? It is extremely difficult, if not impossible, to change this grasp after this time. Your child’s grasp will affect they way they are able to write in future years.

If your child appears to have an improper grasp at this time, please see the next page to help them hold their pencil correctly. We will work on many, many pre-writing and fine motor skills here at Learn ‘N Playday, but for us to be effective, this needs to be reinforced at home. The “go fingers” approach is very effective in showing your child which fingers should be touching the pencil. They should be grasping the pencil at the bottom to have better control.

Also, the correct way to teach your child to write their name is using an upper case letter for the first initial only. All other letters are lower case. This is the way we will be teaching your child to write their name at school. To make this process easier for your child, please use this same format at home, even if they are currently writing all upper case.
The process we will be using to help your child form letters is called “First Strokes”. All letters should start at the TOP or go COUNTER-CLOCKWISE. Using the following strokes, starting at the dot, will assist in helping your child learn where to begin writing a letter. Use blank paper with no lines so they can focus on learning to write the letter and not also have to focus on the lines on the paper.

If you would like to practice handwriting with your child at home, it is very important to keep it to a minimum, just a few minutes each day.

**HOW TO HOLD A PENCIL**

These fingers are your “GO” fingers

1. hold pencil with “Go” fingers. Grasp it with your thumb and pointer finger and then lay it on your middle finger.
2. use your FINGERS and not your HAND to draw, write and color

**it is sometimes helpful to put green and red dots on your child’s fingernails or fingertips so they remember to use their “go” fingers to hold the pencil.

Children who do not have the proper pencil grip by the time they enter kindergarten will have an extremely difficult time changing their grip, so it is important to reinforce this as much as possible.
Allen ISD uses the D'Nealian style of handwriting. This makes the transition from print to cursive easier for children to learn in elementary school. Instead of sticks and circles, this style uses continuous strokes. If your child is already practicing writing skills such as writing their name, please be sure they are using the D'Nealian system.

Aa Bb Cc Dd
Ee Ff Gg Hh Ii
Jj Kk Ll Mm
Nn Oo Pp Qq
Rr Ss Tt Uu Vv
Ww Xx Yy Zz
Texas Immunization Requirements –

Students must present proof of immunization compliance at the time of enrollment according to Texas Administrative Code, Title 25 Health Services, Chapter 97, Subchapter B, Rules 97.61– 97.77. These laws may be seen in their entirety at http://www.dshs.state.tx.us/immunize/school/default.shtm.

3 and 4 year-olds:

4 doses of DPT/DTaP
3 doses of Polio
3 doses of Hepatitis B
3 doses of HIB or 1 dose of HIB after 15 months of age through 4 years
1 dose of MMR
1 dose of Varicella
4 doses of Pneumococcus (PVC)
2 doses of Hepatitis A (1 for children 36 months of age, 2nd dose required by 42 months of age)

Any child not up to date by the FIRST DAY OF SCHOOL will be excluded from attendance until current. Please compare your child’s shot record to the list above!

Vision and Hearing Screening Requirements

The Department of State Health Services requires all children who attend preschool who are 4 years of age by September 1st to have a hearing and vision screening with 120 days of enrollment. Please let your doctor know about this requirement and provide proof of screening no later than December 31st. A screening form is on the next page and can also be found on our webpage at www.allenisd.org/learnnplayday. If your doctor has their own form, that is also OK to use.
Certificate of Record for
Vision Screen and/or Eye Examination and Hearing Screening

Child’s Name: ___________________________
Date of Birth:_______________________
Date of Exam: ___________________________

**Vision:**

Right: 20/____   Left: 20/_____   ___PASS / ___FAIL

___With correction   ___Without correction

___Suresight / ___Snellen / ___Titmus

**Hearing:**

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25db HL  40 db HL

___Pass / ___Fail

Rescreen recommended: ___Yes / ___No

Physician/Screener Name: ________________________________

Physician/Screener Signature or stamp: ________________________________

Date: __________________