



Parents as Partners

Did You Know?

Toddlers adjust more easily when you leave them with a caregiver if you implement a consistent routine that includes a quick "good-bye."

Try It Out

When saying good-bye to your little one, follow this routine:

- Put his things in his cubby.
- Tell him you love him.
- Give him a hug.
- Tell him you will be back soon.
- Say "good-bye."

He may cry but his being upset is not likely to last as long as it will if you try to sneak out the door or linger too long trying to calm him down.



Looking Ahead

Next week we will explore how our facial features are connected to our senses. Begin conversations with your child about how food tastes and aromas smell. Ask your child to listen for sounds around your house, including those that are sometimes unnoticed like the ticking of a clock. If possible, bring a toothbrush to school so that your child can practice the correct way to brush her teeth next week.



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Did You Know?

The human brain wires rapidly during the first three years of life. Typical three-year-olds have already wired 80% of their brain. The brain wires by organizing information that is delivered by the senses. Therefore, a young child's senses are far more sensitive than those of adults.

Try It Out

This week we are reviewing facial features and adding information about our senses. Share the poem "I Look in the Mirror" with your child. Talk with your child about his or her senses. Call attention to things he or she smells, hears, sees, tastes, and touches.

I Look in the Mirror

I look in the mirror and what do I see?
 I see a funny face looking at me.
 A scrunched up nose, twisted mouth, squinty eyes,
 And two fuzzy eyebrows—what a surprise!
 I look in the mirror and what do I do?
 I giggle and laugh at the sight of you.





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Did You Know?

Children are rapidly building vocabulary in their preschool years. From birth to age 5, children acquire new words at a faster rate than at any other time in their lives. By the time children enter kindergarten, they will have mastered three-fifths of all the vocabulary they will ever acquire.

Try It Out

This week, we are learning about "My Body." When interacting with your child, focus on vocabulary words that describe actions that use hands and arms. For example, explain to your child that we use our hands to squeeze things, pick up things, zip a zipper, brush our teeth, hold hands, and clap for a job well done. With our arms we can stretch, reach, hug and balance.

Here is a rhyme we will learn next week. Get a head start by introducing it to your child now.

I Clap My Hands

I clap my hands, I touch my feet,
I jump up from the ground.
I clap my hands, I touch my feet,
And turn myself around.



Looking Ahead

Next week we will be learning about legs and feet. We will be exploring shoes. Please bring shoes that you are ready to discard or donate to our classroom.



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Did You Know?

When introducing words to children, we are much more likely to teach nouns and adjectives than to introduce children to verbs and adverbs. Children need to be introduced to all parts of speech when developing vocabulary. This activity focuses on action words (verbs).

Try It Out

When interacting with your child, focus on words that describe actions that we do with our legs, feet, and knees. For example, we can walk, run, dance, stomp, skate, and kick. Invite children to demonstrate these activities. Explain that by coordinating our legs, knees, and feet, we can do all these actions more effectively.

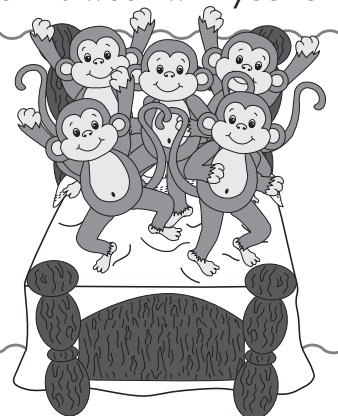
Have fun reciting this chant we learned this week with your child.

Five Little Monkeys

Directions: Use fingers to represent monkeys.

Five little monkeys jumping on the bed.
One fell off and bumped her head.
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

Repeat, subtracting one monkey for each verse:
"Four little monkeys . . ."



Looking Ahead

Next week we will be learning about families. Please bring a photo of your family. We will use these photos in several activities.