



Cougar Cubs Newsletter

February 2019 Edition

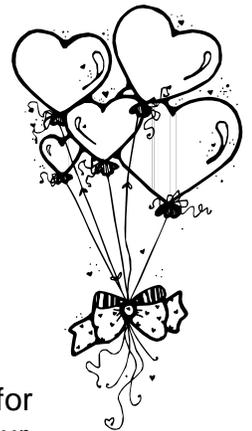
Lisa Chambers, Director

February is a month filled with special celebrations at school. We have Grandparents' Day, Presidents' Birthdays, Valentine's Day, and Red and Pink Day ... all in the shortest month of the year! February is most often associated with the theme of L♥VE. On Valentine's Day, flowers, gifts, candy, and cards are given as an expression of L♥VE. It is our sincere desire that you know that we L♥VE your child and consider it a privilege to share this time of their life. The greatest gift of L♥VE is that God has sent His son Jesus to us so that we can have eternal life.

That is the best Valentine gift ever!

Upcoming Events

Wednesdays	Don't forget every Wednesday is Red, White, & Blue Day
February 1	Pennies for Patients Begins
February 8	Grandparents' Day EEC & EL / 9:30 a.m. / Auditorium / Activity in Class
February 5	Happy birthday to Ms. Lisa Chambers
February 14	Red & Pink Day! – Don't forget to wear Red or Pink
February 15	Bake Sale – Rooms 3 and 9 provide treats
February 18	Mrs. Deguara's birthday
February 18 & 19	Presidents' Day Break / EEC CLOSED



Pennies for Patients

We are partnering with the Leukemia and Lymphoma Society to raise money for children suffering with leukemia. Last year we raised over \$400.00 through your generous support. Let's do that again! What a great opportunity we have to influence our children to help others in need.

**** Financial Aid Reminder:

The deadline to apply for Financial Aid is Friday, March 15, 2019. Glen Cole Memorial Fund Applications are available online through FACTS Grant & Aid at www.factsmgt.com. Please know that financial aid funds are limited. Please prayerfully explore all possible sources of alternate funding. For more financial aid information, please contact the CCS Financial Aid Coordinator at 916-856-5600 x8 or financialaid@ccscougars.org. You may pick up a financial aid packet in any CCS office or on our website at www.ccscougars.org.

Early Education–Academic Corner

One of the questions from last year’s survey asked parents if they felt their child was sufficiently prepared to enter traditional school based on the academics they received in our early education program. Most parents either seemed unsure if their child was being challenged in the core academics of math, language, and science or they said no. Our desire was to provide clear communication on how we are incorporating these domains into your child’s day through Tadpoles communications, lesson snapshots of DRDP on the walls, and providing a deeper look into Desired Results Developmental Profile (DRDP) and the Preschool Learning Foundations during Parent/Teacher conference times. We trust that with our increased efforts to show you how we are successfully providing diversified learning to meet each child and by focusing on these core domains that we are meeting, and perhaps exceeding, your expectations for your child’s education. Please take a moment to read what School Readiness looks like according to the California Education System. Thank you again to those who provided us with your honest feedback through the survey. We trust you and your child will benefit greatly from this additional methods of data communication and academic emphases.

The Definition of School Readiness: School ready children have the social and academic knowledge, skills and behaviors for school success and lifelong learning. School readiness occurs when families, schools and communities support and serve ALL children, so they are successful in school and in life. This list of indicators identifies skills, knowledge and behaviors that will help your child be prepared for that special day – going to kindergarten. The checklist is NOT a test. It is a tool that you can use to help your child make the transition to kindergarten. As an early education school we are dedicated to using a variety of tools to make sure that we have done our part to prepare your child for kindergarten and beyond. Research has shown that schools that focus on building social emotional competence as well as incorporating the Preschool Learning Foundations in to their curriculum better prepare their students for entry into kindergarten and continued school success.

Social & Emotional Development Separates from caregiver to another trusted adult Shares, takes turns and plays cooperatively with other children Expresses basic emotions such as happy, sad, mad or scared Responds sympathetically to others’ distress with words and actions Recognizes similarities and differences in self and others (for example, boy or girl, hair and skin color) **Cognitive Development** Is curious, interested and willing to try new things Completes a task such as working a puzzle Adapts to new situations Focuses and pays attention during an activity such as story time Engages in memory games such as “What’s Missing” and simple memory matching card games Uses number- and letter-like forms and/or drawings to represent ideas or feelings

Physical Development & Health Gallops, slides, hops, leaps and skips Steers a tricycle, balances on beam or sandbox edge Catches a ball with both hands Tosses or throws balls Kicks moving ball while running Pours liquids without spilling and builds with Legos® or blocks Uses a 3-point finger grip on pencil, crayon or paintbrush Makes a variety of lines and shapes such as ●, __, +, ■ and ▲ Uses scissors correctly to cut simple shapes and pictures Buttons, zips, laces and buckles Names a variety of foods and begins to classify food items as either fruits or vegetables Is aware of safe behavior and follows basic safety rules and routines Takes responsibility for personal self-care routines such as hand washing, brushing teeth, dressing and toileting Can express own health needs such as, “I’m hungry”, “My head hurts”, and “I’m tired”

Language Development Understands an increasing number and variety of words for objects, for actions, and to describe things Comprehends who, what, why and where questions Performs up to three-step directions Uses four- to six-word sentences Tells increasingly

detailed stories or ideas Communicates clearly enough to be understood by most people Takes turns in conversation with others Responds to the English language Speaks and expresses self in English Emergent Literacy Listens, tells and engages in story being read Participates in singing songs and saying rhymes Retells stories from favorite books and personal experiences Decides if two words rhyme for example, cat and bat Holds books right side up, turns pages one at a time from front-to-back Recognizes print they see in their everyday life (for example, stop signs and logos for Wal-Mart and McDonald's) Recognizes and names some letters of the alphabet, especially in their own name Produces the correct sounds for some of the letters of the alphabet Writes some letters correctly, especially those in own name

Mathematical Thinking Counts in sequence up to 20 Understands and uses terms such as first, second and last Counts objects using one number for each object Recognizes four objects in a group without counting Recognizes numerals 1-10 Sorts objects by color, shape and size Recognizes and repeats patterns such as triangle, square, triangle, square Measures and compares height of objects Arranges objects from shortest to longest (for example, shoe sizes or different lengths of yarn) Recognizes and names familiar shapes such as square, triangle, circle and rectangle Understands and uses words such as inside, outside, up, down, over and under Science & Technology Asks questions about the world around them (for example, "What do plants need to grow?") Recognizes that living things change over time (for example, babies grow and become adults and seeds grow and become plants.) Recognizes and names these five colors: red, blue, yellow, green and black Uses simple technology devices such as touch screen, e-book reader or digital camera Social Studies Knows own first and last name, age, and knows names of family members Understands and talks about today, yesterday, tomorrow, after lunch, day and night Is aware of familiar buildings and special places in the community such as home, school, grocery store and park Creativity & Aesthetics Enjoys singing and moving to the beat and speed of music Explores drawing with crayons and markers Enjoys pretend play (for example, rocking a baby doll, driving a truck or pretending to talk on a toy telephone)

Creating Lasting Memories from Children's Art



One of the many joys of being a parent is sharing your child's creative expression through their artwork, but it's easy to become overwhelmed by the volume of work. You can't save it all! Here are a few tips for saving those precious pieces created by your child:

- ♥ Be sure not to fold or crush their artwork when transporting it from school.
- ♥ Take a moment to put the date and the child's name on the back of each piece you're saving. It's hard to believe, but a few years down the road you may not remember those details.
- ♥ Try to keep at least two special items from each school year.

Really special artwork can and should be framed and displayed or given as gifts to family members. Most of all, enjoy your child's "masterpieces!"