

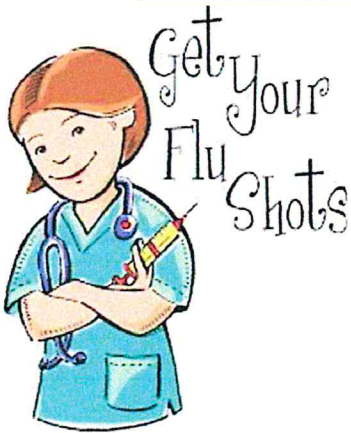
Infant, Toddler, Preschool & School Age Programs

November 2022 Newsletter

In this Newsletter . . .

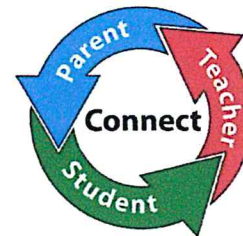
- Flu Shots
- Parent Teacher Conferences
- Public School & Center Closings
- Response to Parent Surveys
- Welcome New Staff

From the Front Desk



Mt. Olive Child Care & Learning Center, in accordance with the State of NJ & Mt. Olive Township, **requires an up-to-date copy of your child's Immunization Record & Universal Health Record (physical), including the flu vaccine, on file with us by 12/1/2022.** Please be sure we have your child's updated records before the deadline.

Thank you!



Parent-Teacher Conferences are Coming Soon

During the mid-November to mid-December period, Parent/Teacher Conferences will be held in person or via phone. Your child's teacher will reach out via DoJo to set up a mutually convenient time to meet to discuss your child's progress.



Did You Know. . . .

Monday, 11/7, Tuesday, 11/8, and Wednesday, 11/9 the Mt. Olive Township Public Schools will have an early dismissal?

If your child will only attend MOCCLC on these 3 days, then the tuition will be the same as usual. However, if your child will need "Holiday Care" when the public schools are closed for the NJ Teachers Convention (11/10 & 11/11) and/or for the day before Thanksgiving (11/23), then there will be an additional fee.

Please let us know your needs ASAP. We will then let you know what additional tuition will be due.

Thank you!



FRIENDLY REMINDER

Weather permitting, children play outside every day. **Please make sure to dress your child warmly** and bring a coat. Remember to also bring a hat/earmuff, gloves, & scarf as it gets colder.



Holiday Schedule

The Center will be **Closed** Thanksgiving Day and the day after Thanksgiving in observance of the Holiday.



Please join us in welcoming two new part time Teacher Assistants to our teaching team:

- Miss Suneetha – early AM and afternoon
- Miss Amanda – Primarily Toddler Room



feedback

- Thank you for participating in the "Survey of Interests"

The top winners are:

- Age-appropriate discipline
- How to get children to listen
- Child development

In this newsletter: Child Development

Chart

In the foyer: What to expect from 3's, 4's, 5's



How can you keep informed about changes in schedules during inclement weather?

- News Channel 12 New Jersey
- Our Facebook Page
- Class Dojo

Decisions to delay opening or closing the Center are made based on weather conditions at the time. We make every effort to open when there is no danger to our families & staff.

STAY SAFE & INFORMED!

From: Parenting Young Children

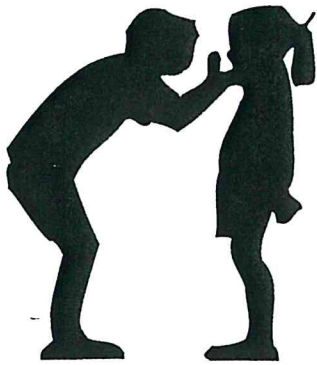
DEVELOPMENT: BIRTH TO AGE 5

Every child may not match the chart. A child develops a skill when he or she is ready.

Age	What Child Learns	What Child Does
Birth-3 months	Trust, cooperation, personal power (such as effects of crying)	Gains head control; grasps and holds; makes sounds. Smiles in response to others. Shows distress, delight, excitement, boredom. Is forming routine for eating, sleeping.
3-6 months	To affect the environment through body movement	Sits with support. Reaches; grabs objects suddenly. Imitates sounds; uses sounds to show likes, dislikes. Recognizes familiar objects. Is very social.
6-9 months	More awareness of consequences of behavior	Sits up, stands with help, crawls. Uses thumb and fingers to grasp small items. Drinks from cup. Is growing more independent. Imitates behavior. May say "Mama" and "Dada." May recognize own name and word "no." Notices others' feelings—joins other children if they cry, laugh. Is anxious about strangers; may be fearful, even of what is familiar.
9-12 months	More awareness of consequences of behavior	May crawl up and down stairs. Stands. Is better at grasping, holding. Often cooperates in getting dressed. May say a few words. Shows and recognizes moods. Is aware of unspoken communication. Is often loving; is more assertive. Fears strangers, being separated from parent.
1-2 years	Beginnings of self-confidence	Walks (usually by fifteen months). Explores; empties, fills things; drops, throws things. Feeds self. Wants to be both independent, dependent. Uses clearer language. Becomes a toddler.

Age	What Child Learns	What Child Does
2-3 years	More self-confidence	Grows more independent—wants to do things own way. At times, wants to return to babyhood. Moves around without bumping into things. Speaks in sentences of 2-4 words. Asks “what?” and “why?” Has longer attention span, memory. Likes to help. Plays beside other children. Gets greater bowel and bladder control.
3-4 years	More sociability	Cooperates more. Improves in coordination. Is talkative; enjoys hearing stories. Wants to be like parents. Recognizes sex differences. Chooses clothes; dresses self. Likes to be with same-age children. Learns to take turns, share. Begins to understand ideas of <i>yesterday, today, tomorrow</i> .
4-5 years	To grow in abilities already learned	Prefers children over adults. Has make-believe friends. Has firm sense of home, family. Is very active—runs, jumps, climbs. Is increasing fine-motor abilities. Likes to talk, express ideas, ask complex questions. Likely to have good bladder, bowel control; may have accidents. Is growing in awareness of time.
5-6 years	To adapt to the world of childhood and to be ready for school	Begins to care about other children’s opinions. Has more advanced reasoning powers. Has good control of hands, legs; eye-hand coordination not fully developed—has accidents involving hands. Becomes right or left handed. Is talkative, has good vocabulary. Is loving, helpful to parents. Likes to make friends. Plays with both sexes. Develops sense of fairness. Wants to be independent, treated like an adult.

6-8 Years



AGES & STAGES

Your school-ager is now ready for a steady pace of growing and learning, one in which real life tasks and activities overtake pretend and fantasy. Equipped with a longer attention span, your child also is ready to delve into projects, solve problems, and resolve arguments!

Physical development

- skilled at using scissors and small tools
- shows development of permanent teeth
- enjoys testing muscle strength and skills
- has good sense of balance
- can tie shoelaces
- enjoys copying designs and shapes, letters and numbers
- may have gawky awkward appearance from long arms and legs

Mental development

- may reverse printed letters (b/d)
- enjoys planning and building
- doubles speaking and listening vocabularies
- may show a stronger interest in reading
- increases problem-solving ability
- has longer attention span
- enjoys creating elaborate collections
- shows ability to learn difference between left and right
- can begin to understand time and the days of the week

IDEAS FOR PARENTS

- Provide opportunities for active play. Throwing at targets, running, jumping rope, tumbling, and aerobics may be of interest.
- Provide opportunities to develop an understanding of rules by playing simple table games: cards, dominoes, tic-tac-toe.
- Provide opportunities for your child to do noncompetitive team activities such as working a jigsaw puzzle or planting a garden.
- Encourage your child's sense of accomplishment by providing opportunities to build models, cook, make crafts, practice music, or work with wood.
- Encourage collections by allowing your child to make special storage boxes or books.
- Encourage reading and writing by encouraging your child to produce stories with scripts, create music for plays and puppet shows, produce a newspaper, record events, go on field trips, or conduct experiments.
- Help your child explore the world by taking field trips to museums, work places, and other neighborhoods.

Social and emotional development

- being with friends becomes increasingly important
- shows interest in rules and rituals
- wants to play more with similar friends—girls with girls, boys with boys
- may have a "best" friend and "enemy"



- shows strong desire to perform well, do things right
- begins to see things from another child's point of view, but still very self-centered
- finds criticism or failure difficult to handle
- views things as black and white, right or wrong, wonderful or terrible, with very little middle ground
- seeks a sense of security in groups, organized play, and clubs
- generally enjoys caring for and playing with younger children
- may become upset when behavior or schoolwork is ignored

Toy list

- arts and crafts materials
- musical instruments
- sports equipment
- camping equipment
- construction sets
- electric trains
- bicycles (use helmets)
- models
- board games
- skateboard (use helmets)

Written by Lesia Oesterreich, ISU Extension human development specialist.
Graphic design by Valerie Dittmer King.

BOOKS

Books for parents

Parent's Guide for the Best Books for Children, Eden Ross Lipson

How to Talk So Kids Will Listen and Listen So Kids Will Talk, Adele Faber and Elizabeth Mazlish

Caring for Your School-age Child: Ages 5 to 12, American Academy of Pediatrics

Books for children

A Chair for My Mother, Vera Williams

Alexander and the Terrible, Horrible, No Good, Very Bad Day, Judith Viorst

Anna Banana and Me, Lenore Blegvard

Everybody Needs A Rock, Byrd Baylor

The Garden of Abdul Gasazi, Chris Van Allsburg

The Kid Next Door and Other Headaches: Stories About Adam Joshua, Janice Lee Smith

Little House in the Big Woods, Laura Ingalls Wilder

Ramona, Beverly Cleary



A word on development

Your child is unique. Each child's learning and growth rates differ from other children the same age.

If, however, your child is unable to do many of the skills listed for his or her age group, you may wish to talk to an early childhood specialist. You are the best person to notice developmental problems, if any, because of the time you spend with your child. If your child has special needs, early help can make a difference.

If you have questions about your child's development or want to have your child tested, contact:

- Your pediatrician or health care professional
- The local health department
- Area Education Agency - Early Childhood Special Education Consultant
- Iowa COMPASS 1-800-779-2001, TTY: 1-877-686-0032

Contact your county extension office to obtain other publications about children, parenting, and family life.

The developmental information provided in this bulletin has been compiled from a variety of professional resources to help you understand your child's overall growth. It is not a standardized measurement tool.

... and justice for all

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