



## Welcome from Dr. Gist

Dear families,

Welcome to the Tulsa Public Schools family! We are so happy to have your child joining us for pre-kindergarten or kindergarten in the 2019-2020 school year. Your child's first years in school play a critical role in ensuring that your child is successful throughout elementary, middle, and high school, and in college, careers, and life! We are thrilled that you chose Tulsa Public Schools to partner with you in your child's learning journey.

Your child's time in pre-kindergarten and kindergarten will be full of exciting experiences and monumental growth. Your child will engage in intellectually stimulating experiences and joyful, purposeful play that will promote their academic, social-emotional and physical development.

This guide includes an overview of what to expect during pre-kindergarten and kindergarten, including some of the important milestones your child will achieve in their social-emotional, language, literacy, and math skills and in their physical development. We have also provided tips and resources for how you can support your child's learning and growth along the way.

The experiences your child has and the skills they develop in pre-kindergarten and kindergarten will set them up for lifelong success. We are eager to see your child in school, on time, every day this year. We look forward to partnering with you to ensure your child has a successful school year!

Best,

Superintendent Deborah A. Gist







## Introduction

### Parents and caregivers are partners in supporting children’s growth and development

Parents and caregivers are a child’s first teachers. At Tulsa Public Schools, we value parents and caregivers as our most important partners helping children to develop the skills and knowledge they need to be successful in school and in life. In pre-kindergarten and kindergarten, children are working on reaching important milestones. As a parent or caregiver, you can build on what your child learns at school with at-home activities that support their learning and growth.



## Highlights from this guide

The purpose of this guide is to provide you with an overview of what to expect during pre-kindergarten and kindergarten, including some of the milestones your child may reach in each of the following areas:

- Social-emotional
- Language
- Literacy
- Math
- Physical and health

We have also provided tips, activities and resources for how you can support your child’s learning and development at home.

Building skills in all of the areas above are important for young children’s development. However, research shows that developing strong oral language, numeracy, and social and emotional skills play a critical role in putting children on the path to success in later grades and in life.

### Here’s a sampling of the most important tips and activities in the guide:

- Language:** Take time to talk to your child every day; having regular conversations with your child increases their vocabulary and gets them ready to read.
- Social and Emotional Learning:** Talk with your child about your feelings; show your child how you manage your emotions.
- Mathematics:** Talk about and explore math concepts such as numbers, measurement, shapes and patterns in your daily activities.

## Your Child

Child’s name \_\_\_\_\_

REFLECTIONS	PRE-KINDERGARTEN
My child’s interests and favorite things	
Things my child already knows	
Things my child is ready to learn	
Something new or different to teach my child	
An activity we enjoy playing/doing together	

REFLECTIONS	KINDERGARTEN
My child’s interests and favorite things	
Things my child already knows	
Things my child is ready to learn	
Something new or different to teach my child	
An activity we enjoy playing/doing together	



# Social Emotional Learning

Social and emotional learning affects a child’s overall development. In pre-kindergarten and kindergarten, children are learning how to express their feelings, manage their emotions, make new friends, share and take turns. It is also a time when children are developing positive self-esteem and growing more confident and independent.

Research shows that children with strong social emotional skills perform better in school and are more successful socially. While children are working on these skills at school, parents and caregivers can also promote children’s social and emotional learning by nurturing relationships, encouraging children to discuss their feelings and modeling ways to manage emotions. When parents reinforce social and emotional skills at home, children are more likely to use these skills when dealing with emotionally challenging situations. On the next page you will find some tips and ideas to help your child build and practice their social emotional skills at home.

## What to Expect in Pre-kindergarten and Kindergarten

By the end of pre-kindergarten, your child will:

- begin to recognize and name feelings such as happiness, sadness and anger;
- express feelings in a way that is appropriate with support from an adult;
- stick to a task or activity for short periods of time;
- begin to notice others’ feelings and show understanding for them;
- follow classrooms rules with some prompting;
- play cooperatively with peers and share materials; and
- trust their teacher and ask for help when needed.

By the end of kindergarten your child will:

- describe many of his or her own abilities, interests and preferences and explain the reason for their preferences;
- recognize and name complex feelings such as frustration and embarrassment and express their own feelings in a variety of ways;
- independently express feelings in an appropriate way;
- follow classroom rules and be able to communicate reasons for rules;
- carry out classroom helper jobs with minimal reminders;
- play and build friendships with other children; and
- trust multiple adults at school to help them when needed.



# Reflection

What emotions do you want your children to learn to identify (e.g., happy, sad, angry)? How will you help your child learn to identify these emotions? What tips and resources will you use?

## Our Family Goals

Goal setting is a great way to monitor your child’s learning and development. Use the boxes below to create two goals for your child’s social emotional development this year.

### My child’s social emotional goal

Example: He will learn to identify 3 emotions (happy, sad and angry) and tell me when he is feeling that way.

### My family’s social emotional goal

Example: I will role model taking deep breaths when I am frustrated or angry.

# Tips for Families

- Take time to talk about your feelings and your child’s feelings. Think out loud when you are feeling excited or frustrated, so your child learns how you handle your emotions. If you are feeling frustrated, you could say, “I am going to take a few deep breaths,” or “I am feeling frustrated. I am going to put this away and try again later.”
- Encourage your child to participate in imaginative play.
- Arrange for your child to visit friends and family to give them opportunities to practice separating from you in a positive way. Reassure them you will be back and when you return, let them know you’re back as promised.
- Establish routines for putting away toys and cleaning up, so your child develops an understanding of personal responsibility and that they are a part of a family and/or larger community.
- Give your child choices when possible. For example: “Would you like to brush your teeth now or after your bath?”

# Resources

## How are you feeling activity

Your child is developing the ability to manage and express their emotions. It is important for children to learn to use words to describe different feelings.

Read books and discuss the characters in the book and how they might feel. Talk about times your child felt happy, sad, mad, frustrated, etc. What made them feel that way? How did they show the way they felt?

## Books that support social emotional learning

- “Alexander and the Terrible, Horrible, No Good, Very Bad Day” by Judith Viorst
- “When Sophie Gets Angry, Really, Really Angry” by Molly Bang
- “Today I Feel Silly” by Jamie Lee Curtis
- “The Kissing Hand” by Audrey Penn
- “Chrysanthemum” by Kevin Henkes
- “Amazing Grace” by Mary Hoffman
- “Why Am I Me?” by Paige Britt
- “The Way I Feel” by Janan Cain

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# Language Development A B C

Long before children learn how to read words on a page, they develop skills needed to understand how language works. What children learn from listening and talking contributes to their ability to read and write, and early vocabulary development is an important predictor of success in reading.

Young children need many, intentional opportunities to learn and practice their language and communication skills in order to obtain information and express themselves in a variety of ways. When a language other than English is spoken in the home, it is important for children to develop language skills in their home language. Having a strong foundation in their home language helps children more easily learn a new language. The most important things that you can do to build language in both English and your home language is to talk with your child every day and read and sing together. On the next page you will find some other tips and ideas to help your child build and practice their language skills at home.

## What to Expect in Pre-kindergarten and Kindergarten

By the end of pre-kindergarten, your child will:

- begin to talk about the things they are interested in and tell stories;
- begin to ask and answer questions about books that are read to them;
- understand and follow simple spoken directions;
- start conversations with other children and adults about things around them;
- use words to express their needs and interests;
- learn and use new words; and
- repeat simple poems, rhymes, and songs.

By the end of kindergarten your child will:

- speak clearly in complete sentences to tell stories or talk about their interests;
- follow rules for conversation, including taking turns and staying on topic;
- ask and answer questions to get information;
- have conversations with classmates and adults in both small and large groups;
- follow one and two-step directions; and
- connect new words to things they already know.



# Reflection

What songs or nursery rhymes do you remember from your childhood?  
Do you have a favorite you want to teach your child?

## Our Family Goals

Goal setting is a great way to monitor your child’s learning and development. Use the boxes below to create two goals for your child’s language development this year.

### My child’s language goal

Example: She will ask questions during the story we read before bed each night.

### My family’s language goal

Example: On the walk home, we will ask specific questions about what happened during her day.

# Tips for Families

- Everywhere you go, talk about what you see. Keep the conversation going by asking questions, making comments, and inviting children to think and share their ideas.
- Sing songs and recite rhymes and poems with your child.
- Point out and describe the meaning of words you and your child discover in books and other places, then model using the words in conversation.
- It is important for children to develop language skills in their home language. Continue to talk to and read to your child in their home language. When they have the opportunities to hear and speak English, young children will learn how to express thoughts and ideas in English.
- Simple board games can help children practice language and social skills. Talking about the game as you play encourages this. For example, “Whose turn is it?” “Can I have the dice?”

## Resources

### Walk and talk activity

Take a walk with your child, and talk to your child about the things you see and hear. Asking “What” and “Why” questions can enhance your child’s language skills. Give your child time (at least 5-10 seconds) to come up with a response to your question.

Try these questions and/or come up with questions of your own:

- Where do you think those birds go at night time?
- If we’re really quiet, what do you hear?
- Why do you think some of the flowers are open and some are closed?
- What should we get from the store for dinner?
- What do you think that squirrel eats for dinner?

### Books that encourage language development

- “Listen to the Rain” by Bill Martin
- “We’ve Got the Whole World in Our Hands” by Rafael López
- “Is Your Mama a Llama?” by Deborah Guarino
- “Knots on a Counting Rope” by Bill Martin
- “Pepi Sings a New Song” by Laura Ljungkvist
- “The Runaway Bunny” by Margaret Wise Brown
- “Press Here” by Herve Tullet
- “Owl Moon” by Jane Yolen

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# Literacy



Learning to read and write starts long before first grade and has long-lasting effects. When children learn basic reading skills in pre-kindergarten and kindergarten such as recognizing letters and rhyming words, it is easier for them to learn more challenging reading skills in later grades. The experiences children have with books and print materials greatly influence their ability to understand what they read. Children need to be exposed to a variety of story books and non-fiction texts with rich vocabulary that represent and include diversity of families, cultures and languages.

From the earliest years, everything that adults do to support children’s language and literacy is critical. Parents and caregivers should provide opportunities for children to interact with words and print as often as possible, in books, magazines, sign, labels and logos. Parents can foster a child’s love of reading and boost their literacy skills by reading aloud to their child each day. On the next page you will find some other tips and ideas to help your child build and practice their literacy skills at home.

## What to Expect in Pre-kindergarten and Kindergarten

By the end of pre-kindergarten, your child will:

- identify his/her first name;
- understand the correct way to hold a book;
- understand that print carries meaning;
- recognize familiar signs and print in his or her surroundings and community;
- identify most letters and be able to connect some letters to sounds;
- begin to understand rhyme; and
- show interest in reading and writing.

By the end of kindergarten your child will:

- name and write all letters and their sounds;
- recognize rhyming words and the sounds in words;
- sound out simple three-letter words such as cat, sit, hen, lot;
- read common words found in books such as the, I, a, see, are;
- answer questions about a story that has been read aloud;
- begin writing by sounding out words; and
- show interest in books and writing.



## Reflection

What are some of your favorite books or stories you remember from your childhood that you could share with your child?

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## Our Family Goals

Goal setting is a great way to monitor your child’s learning and development. Use the boxes below to create two goals for your child’s language development this year.

### My child’s literacy goal

Example: Learn all the letters in his name and the sounds they make.

### My family’s literacy goal

Example: Check out and read new books from the library each month.



## Tips for Families



- Explore different types of print like labels, magazines or books. Ask your child to find words that start with a specific letter or sound. For example, “Can you find a word that starts with a ‘B’? What sound does that make? What other words start with that sound?”
- Read non-fiction books to your child about topics that interest them.
- Tell stories and read to your child in their home language.
- Give your child a word and ask him or her to respond with a word that rhymes with it.
- Encourage your child to use writing materials including pencils, pens, markers, etc. They can make cards or pictures to send to family or friends.

## Resources



### Tell me a story activity

Making a book or story page with your child helps them build the understanding that their words carry a meaning. Ask them to draw a picture of an event or story they’d like to share. Ask them about their picture as they draw. When they are ready, ask them to tell their story and write down the words they say.

### Book recommendations

- “Chicka Chicka Boom Boom” by Bill Martin Jr.
- “Night in the Country” by Cynthia Rylant
- “Lola Loves Stories” by Anna McQuinn
- “LMNO Peas” by Keith Baker
- “Alphabet City” by Stephen T. Johnson
- “How Rocket Learned to Read” by Tad Hills
- “Noodle Magic” by Roseanne Greenfield Thong
- “Beatrice Doesn’t Want To” by Laura Numeroff

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# Mathematics

Research shows that a child’s early math skills are an important predictor of future academic success. The math skills children learn in pre-kindergarten and kindergarten, including developing an understanding of numbers, recognizing patterns and shapes, and understanding basic measurement provide the foundation for learning more advanced math skills in later grades.

Young children begin to develop an understanding of math through everyday interactions and routines – counting the steps they walk down, seeing their height on a growth chart on the wall, watching a parent measure ingredients while cooking. Math is all around us. Parents and caregivers can help their child’s math development by simply talking about math concepts at home such as counting and measurement, and creating opportunities for children to practice these skills on a daily basis. On the next page you will find some tips and ideas to help your child build and practice their math skills at home.

## What to Expect in Pre-kindergarten and Kindergarten

By the end of pre-kindergarten, your child will:

- know number names and be able to count to 20;
- count the number of objects in a group up to 10;
- recognize and copy patterns such as red, yellow; red, yellow; red, yellow;
- name common shapes such as circles, squares, triangles;
- compare two objects; and
- describe, sort and compare real-world objects.

By the end of kindergarten your child will:

- count numbers in order to 100 by 1’s and 10’s;
- separate a small group of objects into at least two equal sets;
- identify pennies, nickels, dimes and quarters;
- recognize, copy and extend patterns;
- arrange up to six objects according to lengths; and
- use smaller shapes to form a larger shape.



# Reflection

Look around you and write down the shapes you see with your child. How would you describe them? How are they the same or different?

## Our Family Goals

Goal setting is a great way to monitor your child’s learning and development. Use the boxes below to create two goals for your child’s language development this year.

### My child’s math goal

Example: She will count to 20 by the end of the year.

### My family’s math goal

Example: We will sort socks together and talk about their colors and size.

# Tips for Families

- Talk about math during daily activities: “How many people are eating dinner? Put one cup next to each plate. Choose two books to read.”
- Create simple patterns with sounds (snap, clap; snap, clap; snap, clap).
- Search for numbers, shapes and colors at home or in the environment (e.g., store signs, food labels street signs).
- Describe the size and shapes of objects you see all around you (e.g., tall, short, long, skinny, round, bigger, smaller).
- Sort objects by groups based on color or size. Ask questions: “Are these the same or different? How can you tell?”
- Find opportunities for children to compare and measure materials and objects. Build structures of different heights with your child and ask: “Which is taller? How do you know? How did you make the building so high?”

## Resources

### Math and reading activity

We often think of reading and doing math as two separate activities. But put the two together – math and books – and you have a magical formula. Math books can help children better visualize math concepts, as well as create a bridge for children that don’t like math but enjoy reading. Read aloud one of the books listed below and then invite your child to explore the math concepts further.

For example, read “Counting on Frank” by Rod Clemen. In this story, Henry uses his dog Frank as a unit of measurement, thinking about real life objects and how much space they take up. This story will get kids thinking creatively about numbers and many other math concepts. After reading the story, encourage your child to measure objects around your home, using nonstandard measuring tools (for example, pieces of yarn, hands, feet, shoes or paper clips). Ask, “How many paperclips long is this book? How many shoes long is your bed?”

### Books about math

- “Who Sank the Boat?” by Pamela Allen
- “Ten Black Dots” by Donald Crews
- “Anno’s Counting Book” by Mitsumasa Anno
- “The Doorbell Rang” by Pat Hutchins
- “Five Creatures” by Emily Jenkins
- “The Three Bears” by James Marshall
- “Feast for Ten” by Cathryn Falwell
- “Grandfather Counts” by Andrea Cheng
- “One Hundred Hungry Ants” by Elinor Pinczest

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# Physical Health & Motor Development

Physical health and muscle development are important parts of a child’s overall well-being. In pre-kindergarten and kindergarten, children are focused on building both gross motor (large muscle) skills, like jumping and skipping, and fine motor (small muscle) skills, such as writing and cutting, as well as learning about health and personal care. Children may play simple sports to build their gross motor skills, and participate in coloring, crafts and other activities to develop their fine motor skills. As children develop both large and small muscle skills, they begin to gain strength and confidence in their bodies and abilities, and develop greater independence. Creating family routines that help your child be healthy and active will support their overall development. On the next page you will find some tips and ideas to support your child’s physical development at home.

## What to Expect in Pre-kindergarten and Kindergarten

By the end of pre-kindergarten, your child will:

- begin to participate in personal care, such as brushing teeth, washing hands or getting dressed;
- use hand-eye coordination carry out tasks, such as working on puzzles or stringing beads together;
- begin to use an appropriate grip to use tools to write, draw and paint;
- hop and stand on one foot up to two seconds;
- catch a bounced ball most of the time; and
- pour and cut with supervision.

By the end of kindergarten your child will:

- take responsibility for personal care, such as brushing teeth, washing hands or getting dressed;
- use coordinated movements for complex tasks, such as cutting along a line, pouring, or buttoning;
- use an appropriate grip to use tools to write, draw and paint;
- stand on one foot for ten seconds or longer;
- swing, climb and hop; may be able to skip; and
- use a fork and spoon; sometimes use a table knife .



# Reflection

Write down one or two everyday activities you would like to do with your child that will help the development of small muscles, large muscles and/or healthy lifestyle choices.

## Our Family Goals

Goal setting is a great way to monitor your child’s learning and development. Use the boxes below to create two goals for your child’s language development this year.

### My child’s physical goal

Example: My child will be able to button and zip their clothes by the end of the year.

### My family’s physical goal

Example: We will go to the park or take a walk twice a week.

# Tips for Families

- Have your child help in the kitchen to work on their motor skills, like setting the table, pouring, mashing, mixing and spreading.
- Provide your child with lots of opportunities to assemble puzzles, stack objects and practice cutting to develop their fine motor skills.
- Encourage your child to be active every day. Make use of what is available in your community. Visit playgrounds, or neighborhood recreation centers, take a walk, play with a ball, play hopscotch, or do anything that gets them moving. Being active every day will help your child to develop their muscles, grow properly, give them energy and help them sleep at night.
- As children develop small muscle skills, they sometimes get frustrated when they can’t do what they want to—like opening a container or tying shoes. Encourage them to keep trying, but be sure to step in and help if they seem to get too frustrated.
- Encourage your child to drink water as their primary drink. Children ages 4-8 need at least 5 glasses of water a day.
- Brush your child’s teeth with fluoride toothpaste twice each day to help prevent tooth decay.

## Resources

### How much screen time is too much?

Did you know that the American Association of Pediatrics (AAP) recommends limiting screen use for children, ages 2 to 5, to just 1 hour a day of high-quality programming?

Tips from the AAP to help families manage the digital world and screen time:

- Preview apps and sites before your child uses them
- Screen time shouldn’t always be alone time.
- Engage with your children when they are using screens
- Set limits and encourage playtime
- Create tech-free zones in your home

### Books about health & physical development

- “My Five Senses” by Alikei
- “Growing Vegetable Soup” by Lois Ehler
- “The Edible Pyramid” by Loreen Leedy
- “Good Enough to Eat” by Lizzy Rockwell
- “From Head to Toe” by Eric Carl
- “Ready, Set, Skip!” by Jane O’Connor
- “Breathe Like a Bear” by Kira Willey
- “Get Up and Go” by Nancy Carlson

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## Help Your Child Succeed in School: Build the Habit of Good Attendance Early

### Did you know?

Attending school regularly helps children feel better about school—and themselves. Start building this habit in pre-kindergarten and kindergarten so children learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

**Early school success goes hand in hand with good attendance!**



## Missing 10 percent of pre-kindergarten (one to two days every few weeks) can:



Make it harder to develop reading skills



Make it harder to get ready for kindergarten and first grade



Develop a poor attendance pattern that is hard to break



## Who can read on grade level after 3rd grade?

**64%**

of kids with good attendance in kindergarten and 1st  
(Missed 9 or fewer days both years)

**43%**

of kids with at-risk attendance in kindergarten and 1st  
(Missed more than 9 days both years)

## When do absences become a problem?

CHRONIC ABSENCES  
**18**  
OR MORE DAYS

WARNING SIGNS  
**10-17**  
DAYS

SATISFACTORY  
**9**  
OR FEWER

*\*These numbers assume a 180 day school year.*

## What you can do

### Tips for building healthy attendance

- Make sure your child has the required immunizations.
- Build regular routines for bed time and the morning.
- Talk about the importance of regular attendance and about how your child feels about school.
- Do not allow your child to miss school unless he or she is truly sick. Use a thermometer to check for a fever. Remember that stomach aches and headaches may be signs of anxiety.
- Avoid scheduling medical appointments and extended trips when school is in session.
- Keep a chart recording your child's attendance. At the end of the week, talk with your child about what you see.
- Develop back up plans for getting to school if something comes up. Ask a family member, neighbor, or another parent for help.
- Seek support from school staff if you need support with transportation, on going health problems, or if you have concerns about your child not having a safe path to get to and from school.



## Resources



### Building healthy attendance habits.

The following resources are a great way to start building healthy attendance habits! Complete these plans as a family and support each other with sticking to your routines.

- **Planning for Bedtime:** Determine how much sleep your child needs and what your child's bedtime routine will be.
- **Our Morning Routine:** Plan your family's morning routine to ensure your child can be at school on time, every day.
- **My Family's Help Bank:** Plan who your family's support system will be when you need help getting to and from school.
- **When is Sick Too Sick for School?** Determine whether your child is too sick to go to school and create a plan for what you will do when they need to stay home.







## Planning for Bedtime

When children come to school without enough sleep, their minds and bodies are not ready to learn. Take the time to create an evening routine with your family to help ensure your child gets enough sleep every night.



### How much sleep does your child need?

AGE GROUP	HOURS PER NIGHT
1-2 years olds	11 – 14 hours
3-5 years old	10 – 13 hours
6-12 years old	9 – 12 hours
12-18 years old	8 – 10 hours

## Our Morning and Bedtime Routines

Your morning can set the tone for your child’s whole day at school. Creating a morning routine can be useful for teaching good habits and helping your child get to school on time; but most importantly it can help children feel more comfortable and secure in knowing that there is a sense of predictability in their day. Having a bedtime routine can help your child to get to bed on time and get enough sleep.



### Our Morning Routine

ACTIVITY	TIME
Wake up _____	
Bathroom _____	
Brush teeth _____	
Get dressed _____	
Jacket & shoes _____	
Get backpack _____	
Go to school _____	
Hugs & goodbye _____	
Eat breakfast _____	
School STARTS _____	

## Reflection

What time does your child get up in the morning?

What time do they need to go to sleep to get 10-12 hours of sleep each night?

Are there any challenges that will keep your child from getting to bed at this time? Work as a family to come up with ways to make sure everyone is getting enough sleep.

What activity could you do every evening before bedtime to relax and help your child get ready for bed (read a book, do a puzzle, take a bath, listen to music)?

### Our Bedtime Routine

ACTIVITY	TIME
Dinner _____	
Pack backpack _____	
Bath time _____	
Brush teeth _____	
Lay out clothes _____	
Bedtime story _____	
Bathroom _____	
Go to sleep _____	

## When is Sick Too Sick for School?

When your child does not feel well, it can be difficult to decide if you should keep them home from school. Only keep your child home if they are truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety. These symptoms should not keep your child from attending school, but you should talk to your child’s teacher and/or your child’s pediatrician about how your child is feeling and the symptoms they are having.



### SEND ME TO SCHOOL IF...

- I have a runny nose or just a little cough, but no other symptoms.
- I haven’t taken any fever reducing medicine for 24 hours, and I haven’t had a fever during that time.
- I haven’t thrown up or had any diarrhea for 24 hours.



### KEEP ME AT HOME IF...

- I have a temperature higher than 100 degrees even after taking medicine.
- I’m throwing up or have diarrhea.
- My eyes are pink and crusty.



### CALL THE DOCTOR IF...

- I have a temperature higher than 100 degrees for more than two days.
- I’ve been throwing up or have diarrhea for more than two days.
- I’ve had the sniffles for more than a week, and they aren’t getting better.
- I still have asthma symptoms after using my asthma medicine (and call 911 if I’m having trouble breathing after using an inhaler).



## Reflection

Creating a plan for who will care for your child when they are too sick to attend school can prevent the stress of trying to find care at the last minute or missing work. Decide ahead of time who will care for your child when they are sick. Don’t forget to use your Family Help Bank helpers (on the next page) as a resource if needed.

When my child is sick, I will \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## My Family’s Help Bank

Juggling work, school, appointments and the many other tasks that come with being a parent or caregiver requires developing a support system. Having friends and family to help you get your child to and from school when you are not able to is a necessary strategy to help your child maintain healthy attendance.

### My Family: List who lives in your house.

**Every day Helpers:** Identify who can help drop your child off or pick him or her up when you cannot. These are friends, neighbors and relatives who can help regularly.

**Occasional Helpers:** Identify people who probably cannot help every day, but can help in a pinch, such as a godparent, a relative, or a friend who lives outside your neighborhood but can be there for short stints.

**Potential Helpers:** Identify people who are part of your school community, church or neighborhood who can help—if you ask.



## Reflection

If I need help getting my child to and from school, I will ask the following people to be our back-up:

### Every day Helpers:

Name: _____	Best Contact Number: _____
Name: _____	Best Contact Number: _____

### Occasional Helpers:

Name: _____	Best Contact Number: _____
Name: _____	Best Contact Number: _____

### Potential Helpers:

Name: _____	Best Contact Number: _____
Name: _____	Best Contact Number: _____


## Resources and References

### American Association of Pediatrics

The American Academy of Pediatrics is an organization of pediatricians committed to providing families with reliable information and resources about physical, mental, and social health and well-being for all infants, children, adolescents, and young adults.

National Center on Early Childhood Health and Wellness. 2016. *Healthy Habits for Happy Smiles: Brushing Your Child’s Teeth*. Elk Grove Village, IL: National Center on Early Childhood Health and Wellness.

### Attendance Works

 Attendance Works is a non-profit agency with the mission to advance student success and help close equity gaps by reducing chronic absence. They strive to provide better federal, state and local policy and practices around school attendance. The goals of Attendance Works are to build public awareness and political will about the need to address chronic absence, foster state campaigns and partnerships around attendance and encourage local practice by providing technical assistance and tools to help communities.

Attendance Works. 2018. *Help Your Child Succeed in School: Build the Habit of Good Attendance Early*. Available at: [www.attendanceworks.org](http://www.attendanceworks.org)

Attendance Works. Date unknown. *How Sick is too Sick?* Available at: [www.attendanceworks.org](http://www.attendanceworks.org)

### Oklahoma State Department of Education

The Oklahoma State Department of Education is the state education agency of Oklahoma charged with determining the policies and directing the administration and supervision of the public school system of Oklahoma. The Oklahoma State Department of Education (OSDE) has developed the Oklahoma Family Guides for English Language Arts, Mathematics, Science, and Social Studies for Pre-K through 6th Grade. They illustrate what is expected of students at each grade level in different content areas along with activities families can do at home to further support children’s learning experiences.

Oklahoma State Department of Education. 2019. *Pre-kindergarten and Kindergarten Family Guides*. Available at <https://sde.ok.gov/oklahoma-family-guides>

Oklahoma State Department of Education. 2019, May 30. Oklahoma Academic Standards. Available at <https://sde.ok.gov/oklahoma-academic-standards>

### Oklahoma Department of Human Services

Oklahoma Department of Human Services helps in a government agency that provides individuals and families in need help themselves lead safer, healthier, and more independent and productive lives.

Oklahoma Department of Human Services. OKDHS Pub. No. 1054 Issued 2010. *Oklahoma Early Learning Guidelines for Children Ages Three Through Five*. Available at <http://www.okdhs.org/OKDHS%20Publication%20Library/10-54.pdf>

### Rhode Island State Department of Education

The Rhode Island Department of Elementary and Secondary Education (RIDE) is a state agency that establishes standards and approves community-based preschool and kindergarten programs to ensure developmentally appropriate early development and learning experiences.

Rhode Island State Department of Education. 2011. *Family Fun Activity Cards*. Available at [http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/Children/RIELDS\\_Fun\\_Family\\_Activity\\_Cards.pdf](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/Children/RIELDS_Fun_Family_Activity_Cards.pdf)

### Department of Head Start

The Office of Head Start (OHS) administers funding and oversight to the agencies that provide Head Start services in communities across the country. Head Start programs prepare young children to succeed in school and in life beyond school. To achieve this, Head Start programs deliver services to children age birth to 5 and their families in core areas of early learning, health, and family well-being.

Department of Head Start Head Start. 2015. *Early Learning Outcomes Framework*. Available at <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-ohs-framework.pdf>

### Impact Tulsa

Impact Tulsa seeks to improve education for every child. They partner with leaders from education, business, philanthropic, nonprofit, civic and faith communities who all believe education is the key to the prosperity of our community.

<https://www.impacttulsa.org>

### Fresno Unified School District

Fresno Unified School District serves more than 74,000 students, from preschool through grade 12, preparing career ready graduates through high-quality instruction, district programs and services, and resources

<https://www.fresnounified.org>

### Fort Worth Independent School District

Forth Worth Independent School District has more than 86,000 students. Fort Worth ISD enjoys a diverse student population and strong community partnerships. The goal of this district is to prepare ALL students for success in college, career, and community leadership.

<https://www.fwisd.org>

### National Association for the Education of Young Children (NAEYC)

The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. Together, we work to achieve a collective vision: that all young children thrive and learn in a society dedicated to ensuring they reach their full potential.

<https://www.naeyc.org>