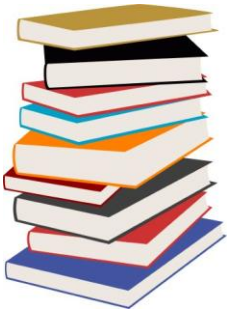
JOYFUL NOISE
Christian Childcare

Welcome to the Joyful Noise Fours Room!



Joyful Noise Office (616) 847-6600

FoursDaycare@joyfulnoisekids.com

Find classroom information on the website at

www.JoyfulNoiseKids.com >>> Parent's Area >>> Classrooms & Specials Hub >>> Four's Room

Specials
*Growing in Grace
*Mindful Moments
*Lil' Reader's Pajama Club

Updated August 2026

Packet Contents:

- *Important classroom info*
- *Daily Schedule*
- *Reasons we may contact you about your child*
- *Developmental Goals*
- *Creative Curriculum Info*
- *Conscious Discipline Info*
- *Brightwheel Information*
- *Your Child at 4 Years*
- *Sensational Steps Info & Permission Slip (Please return to office)*
- *Parent Questionnaire (Please return to lead teacher)*

Important Classroom Information

Contact Information:

Please feel free to contact your lead teacher via the Brightwheel app messaging system, the classroom email at Foursdaycare@joyfulnoisekids.com or by phone, 8 a.m.-4 p.m. at (616) 847-6600. You are also welcome to contact the office at the same number or at office@joyfulnoisekids.com. **Please inform the office of any attendance or arrival/departure changes for your child.**

Brightwheel Code:

Upon enrollment and your child's start date, you'll be given a 4-digit code which will allow you entry into our building. This code is **strictly confidential** and should not be shared with anyone. If you've arranged for someone else to drop-off or pick-up your child, they will need to press the doorbell outside our entryway to be let in.

Getting to Know You and Your Child:

Welcome to the beginning of the school year! Let's get to know each other a little better. Attached you will find a parent questionnaire and "Your Child at 4 Years". This helps teachers to know your family better and to meet your child's needs while they are in our care.

Backpacks:

We ask that everyone bring a backpack or canvas bag to school with them every day. The backpacks will be used for sending home naptime items on Fridays as well as for other personal clothing or items your child has at school. Please bring the backpack home each night and return it the following day. This will help the students practice responsibility and prepare them for Kindergarten. The backpacks can be stored in the coatroom on their labeled hook.

Coatroom Cubbies:

Each child will have a cubby with their name on it. They may keep any personal items and accessories in their cubby. Please label all items brought to school to avoid any mix ups of clothing, particularly winter time items.

Classroom Cubbies:

Each child will have a cubby with their name on it in our classroom. This cubby is for take home letters, information concerning upcoming events, and any items your child has created throughout the day. Please make sure to check your child's cubby every day. It may contain important announcements.

Clothing and Shoes:

We ask that each child bring in an extra set of clothing. Accidents happen and we always want the child to feel comfortable. Having extra clothes helps us to accomplish this goal. Please place them in a Ziploc bag and label it with your child's name. This bag will be kept in their coatroom cubby. You may find clothes tied up in a plastic bag and placed on your child's coat hook if they become soiled. If this happens, please remember to bring in another change. In addition, please make sure your child wears or brings a pair of tennis shoes for walks and outdoor play.

Naptime items:

Your child will need bedding for his or her cot at naptime. They may bring in blankets, a travel size pillow, and a stuffed animal to use at rest time. These items will be returned weekly on your child's last day of attendance, to be washed and returned on the next day of attendance.

Toys from Home:
Please keep personal items at home unless they are part of a show-and-tell day or a stuffed animal to sleep with.

Parent Teacher Communication:
Parents will receive regular emails and Brightwheel messages from the classroom and office. Classroom calendars and newsletters are posted directly outside the classroom, as well as the weekly menu. All of these items, along with other information, may be found at the website at www.JoyfulNoiseKids.com >>>Parent's Area>>>Classrooms & Specials Hub>>> Fours Room.

Show-and-Tell:
Each week, please have your child bring in something that **begins with the letter of the week**. Be creative in what you and your child come up with. Please encourage them to try and think of something on their own using the letter and its sound. However, some letters are more difficult than others and so they may require some additional assistance.

Book Orders:
Scholastic book orders will be sent home once a month. These will be marked with a return date. Payment in the form of a check needs to accompany the order. You can also order online at scholastic.com/readingclub. (Click "connect to your teacher" and enter code: J73WP. Create your account and search for books!) This is a great way to begin building your child's home library. It also helps our classroom to obtain new books, as we get bonus points for your orders!

Medication to be Administered at School:
If your child requires a medication that will need to be administered by a caregiver at school, please stop by the JN office to fill out a form or visit our website's main page: www.joyfulnoisekids.com>>>Quick Links>>>Medication Permission Form>>>GO, then download a copy of the form to print or scan and return. Medication must be in its original container, unexpired and labeled with your child's name. The caregiver will note the time and dosage administered on your child's Brightwheel daily report/feed.

Arrival and Departure
Upon your arrival with your child, a staff member will check them in via the Brightwheel app on the classroom tablet. When picking up**,** a staff member will check them out on the tablet. Please end all telephone conversations before picking up your child. **If anyone that is not on your child's information record will be picking up your child you will need to let the office know and make sure the individual is listed as an authorized person.** This step must be taken each time, unless you add other individuals besides parents to the "Permanent Pickup List". Always bring your I.D. when picking up your child. With new staff you may be asked to show it before picking up your child.

Donations:
Throughout the year, we often run out of much used classroom items. Monthly donations will be posted on the blog. All donations will be greatly appreciated!

4's Room Daily Schedule

Arrival - 8:30	Table Toys
8:30 - 9:00	Breakfast
9:00 - 10:00	Free Play
10:00 - 10:20	Snack
10:20 - 10:50	Bathrooms/Clean-Up
10:50 - 11:15	Large Group
11:15 - 11:45	Small Groups
11:45 - 12:20	Outdoors/Rec. Room
12:20 - 12:30	Wash Hands/Shoes Off
12:30 - 1:00	Lunch
1:00 - 1:30	Video
1:30 - 3:00	Rest/Quiet Time
3:00 - 3:30	Snack
3:30 - 4:00	Free Play
4:00 - Departure	Outside/Rec. Room

Reasons We May Contact You About Your Child

There are many possible reasons why a caregiver may need to contact a parent concerning their child, but a few of the most important and typical reasons are highlighted here:

1. **FEVER**: If a child has a temperature of 99.4°F taken under arm or 100.4°F taken with a temporal thermometer.

2. **DIARRHEA:** If a child has two loose or watery stools, even if there are no sights of illness. The exception is a loose stool that is caused by a new food, but a call may be necessary to determine this.

3. **VOMITING:** Any vomiting is a reason to call a parent. The exception is that some babies may "burp up" or "spit up" after a feeding. This is not considered vomit and our staff is aware of what constitutes an actual episode of vomiting.

4. **RASH:** If your child develops a rash of any sort, we will call you. The exception is a mild diaper rash that parents are already aware of, in which case contact need not be made.

5. **CRYING AND COMPLAINING FOR A LONG TIME:** Any time a child is not "herself" or "himself" and is complaining about discomfort, cranky for an unusual amount of time or inconsolable, a phone call home to parents will be made.

6. **INJURY:** Any time your child is injured, staff will always notify you. However, if we feel that the injury sustained warrants personal contact, we will call you to make sure that you have been informed about the incident in detail. The exception is the minor injury which does not require any treatment and made an insignificant impact on child (i.e., the minor "wipe out" or mild bump of any sort).

JOYFUL NOISE MISSION STATEMENT AND FOUR'S DEVELOPMENTAL AND CLASSROOM GOALS

Our Mission Statement

In a fun and Christ-centered environment, Joyful Noise Christian Childcare seeks to nurture and stimulate the growth of children in these five areas of childhood development:

- **Spiritually,** to foster the development of Christian values by experiencing God's love in Bible stories, prayer and music;
- **Socially,** to facilitate the development of relationships characterized by caring, sharing and trust;
- **Emotionally,** to encourage a positive self-image, recognition of feelings and the learning of self-control;
- **Intellectually,** to stimulate growth and critical thinking in all age-appropriate academic subjects, maintaining a non-competitive, fun-filled setting;
- **Physically,** to promote healthy eating and exercise habits, and to enhance the learning of age appropriate developmental tasks and self-care.

Four Year Old Developmental and Classroom Goals

The following goals are used when planning activities and interacting with your child:

CHRISTIAN GOALS:

1. Four year olds will be exposed to the idea that God is a spirit.

2. Four year olds will be exposed to the idea that God will always listen and understand.

3. Students will be exposed to daily prayer, age appropriate Christian stories and songs.

SOCIAL AND EMOTIONAL GOALS:

1. Caregivers will provide a predictable emotional climate and consistent methods of age-appropriate discipline and consequences (see Conscious Discipline materials for your age group). Fours will be encouraged to maintain attention for lessons and activities, and display an attitude of readiness to learn, including respecting classroom rules and boundaries. Fours will be given specific praise and feedback.

2. Caregivers will facilitate a growth of continuing awareness in students concerning their personal needs, views and feelings, and also the consideration of the needs, views and feelings of others.

3. Caregivers will plan specific time for individual sharing (whether it is items, stories or words) so that students can develop a voice and identity in the classroom.

4. Caregivers will plan time for students to pursue their own interests and complete tasks on their own. (Examples might be independent centers, choice time, or personal projects).

5. Fours will develop a more developed sense of community within the classroom, and take part in helping tasks, including receiving jobs. Fours will maintain their own self-care and hygiene.

6. Caregivers will plan time to identify, share and discuss feelings, and to plan activities that require sharing and turn taking.

COMMUNICATION, LANGUAGE AND LITERACY:

1. Caregivers will help facilitate active listening, meaningful conversation, and further development of vocabulary in students as acquired through exposure to books (both independent reading and story times), conversations and classroom resources. Students will be challenged to reflect what they have learned from stories and conversations and caregivers will assess comprehension and attempt to facilitate ways to increase retention of stories, poems, etc.

2. Fours will be exposed to books, reading materials, songs and finger plays that stimulate language, storytelling and literacy, and introduced to story components such as author, illustrator, main idea or characters, setting, problem of a story, solution, "BME" (beginning, middle, end). Students will be asked to make predictions about a story. Fours will continue to develop retelling abilities and be provided with activities and opportunities to do so after being exposed to stories and songs. Fours will understand the concept that text carries meaning, and that text is read from left to right.

3. Students will be exposed to both upper and lowercase letters and grapheme-phoneme knowledge (phonetics) and begin to recognize and associate meaning with letters. Students will be encouraged to try and write letters, or to label simple pictures with beginning letters. "Let's label the bear in your picture with a letter 'B' for bear". Students will be encouraged to sound out words and attempt to spell with "invented spelling". Phonetic spelling will be encouraged and children's attempts to sound out words on their own should be encouraged, along with modeled writing or age appropriate "word walls".

4. Students will be given free access to a writing center and their own personal writing materials (i.e., blank and lined paper, a journal or writer's notebook along with pencils, markers and crayons) and caregivers will plan intentional and regular opportunities to communicate meaningfully through writing, across the curriculum. Purposeful writing includes: labeling, graphing, journaling, drawing, note writing, practicing with letters, writing one's own name.

PHYSICAL DEVELOPMENT GOALS:

1. Fours will be given opportunities to further hone fine motor skills through cutting, manipulative, sensory and writing experiences on a regular basis.

2. Fours will be given opportunities for indoor and outdoor large motor growth through the provision of ample time and appropriate space for climbing, running, stretching and other activities.

3. Caregivers will plan and facilitate games and fun activities that promote the growth of skills such as balancing, jumping, negotiating space, control, coordination and using one arm or leg at a time, isolated movement, and the learning of personal safety.

4. Students will be exposed to ideas about healthy lifestyles and the elements of healthy habits such as balanced family style meals and snacks, water consumption and the importance of physical activity.

CRITICAL THINKING AND MATH:

1. Fours will be encouraged to accurately count verbally to ten and beyond and recognize the numerals 1-20 and beyond if possible. Students will be encouraged to represent quantity using both abstract thought and tangible items such as fingers or objects, and to use these methods to solve simple equations or math problems.

2. Students will be encouraged to use and understand descriptive words such as “more than”, “less than”, “bigger”, “smaller”, “circular”, etc. and use them accurately in problem solving methods.

3. Caregivers will provide ample opportunities and tools for students to measure and to describe with units of measurement (for example, measuring the length of one’s body using 1 ft measurements, or another unit of interest such as toy items: “How many teddy bears represent the length of your shoe?”

4. Caregivers will provide opportunities for students to re-create their world and problem solve in the dramatic play or role-playing centers of the classroom.

WORLD KNOWLEDGE AND UNDERSTANDING:

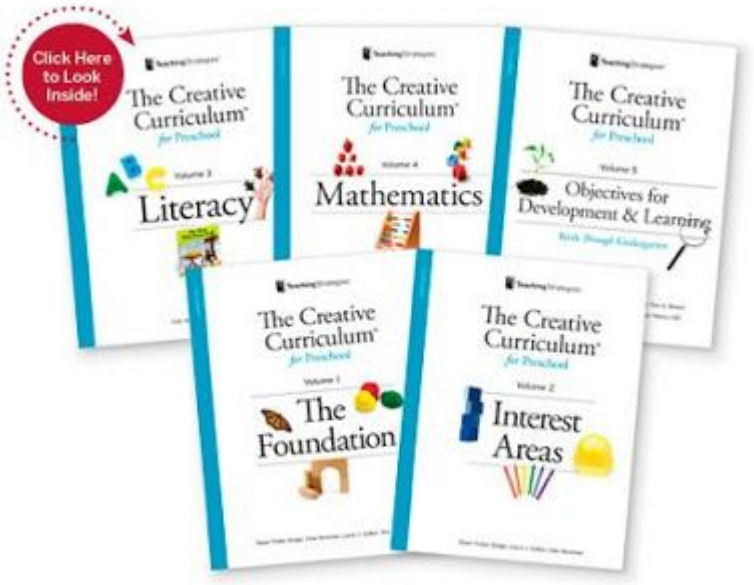
1. Fours will be exposed to a wide range of interesting objects, books, and appropriate culturally diverse materials (such as multicultural dolls, books or music) and caregivers will encourage awareness and tolerance. Fours will be encouraged to take interest in different ways of life, and different occupations and community roles. Students will continue to identify their own personal lifestyle and belief system.

2. Fours will be exposed to their outdoor environment through outdoor play, walks on the rope, community activities and indoor sensory activities.

3. Fours will be given ample opportunities to build, construct and model structures based on world experiences and learn how to properly apply and use real life tools (scissors, staplers, hammer and nails, etc.).

4. Fours will be encouraged to look closely at similarities, patterns and change and be inquisitive about how and why things are different.

5. Fours will learn about technology and how it is properly applied in our world and be given opportunities to use technology such as instruments of measurement, electronic toys and/or computer time. Students will be exposed to age-appropriate science concepts and begin to more fully understand seasons, concepts of time, nature and animal life.



CreativeCurriculum

The country's leading integrated online assessment, program planning, and reporting system children *birth* to *age five*

In the 2015/2016 school year, thanks to $3000 of funding from the Joyful Noise C-Fund, Joyful Noise Christian Childcare was able to purchase and implement a standardized curriculum through Teaching Strategies called "Creative Curriculum." This award-winning program is based on 38 learning objectives for early childhood development and education and is supported by current research and best practice. These objectives support evidence indicating future academic success in school.

The curriculum, which begins in infancy and carries through to kindergarten preparedness, is implemented in each classroom throughout the day in a variety of ways and learning areas. Introducing a standardized curriculum into our program at Joyful Noise Christian Childcare was a step in not only supporting the best and most current teaching methods but also recognizing contemporary standards in excellence throughout the state of Michigan for licensed child care centers. Each classroom was given the curriculum for their age group, and lead teachers also attend Creative Curriculum conferences to explore teaching techniques and proper utilization of the program's lesson plans.

How is it used?

The Creative Curriculum Program for Preschool and The Creative Curriculum Program for Infants, Toddlers and Twos provides both The Foundation and Daily Resources to create a cohesive curriculum that supports teachers every step of the way throughout the year. The Foundation is the knowledge base of the curriculum, with detailed information about the most current research and best practices in early childhood education. The Teaching Guides offer daily plans to help teachers provide individualized instruction for every child and organize and manage every moment of their day, all year long.

- Creative Curriculum uses "studies" (in depth exploration of thematic topics) to expand your child's knowledge. Teachers can also create and plan for their own custom studies to tailor learning.
- Lesson plan materials include everything from conversation starters to structured activities including 38 learning objectives. (All learning areas are covered—from math, to literacy, to physical education.)

Joyful Noise Childcare toddlers implement Language and Literacy lesson "LL39" by creating a texture board with materials of different textures (paper, fabric, wood, pom-poms) and glue.

Though the lesson is open-ended and allows for exploration, children are prompted to describe their experience and use simple language to increase their understanding.

How will I know what my child is learning about each day at Joyful Noise?
Each classroom at Joyful Noise provides parents with learning information in a multitude of places:

- At **www.JoyfulNoiseKids.com >>>Parent's Area>>>Classrooms and Specials Hub**, you can find links for daily schedules, monthly lesson plans, and other relevant info that updates you on classroom events as well as highlights from classroom learning. Daily updates & reports are available in the Brightwheel app. Other important and/or sensitive information is also emailed as needed by the Lead teacher or office staff.
- Information is posted outside each classroom, which includes Creative Curriculum lesson plans, specials calendars, newsletters and weekly food menus.
- Also feel free to ask your child's teacher to see examples of Creative Curriculum materials in the classroom. Your child's teacher uses teaching guides and resources daily to facilitate the learning goals in the current "study."

Don't forget to visit the "Curriculum" tab at www.JoyfulNoiseKids.com to read the full PDF "Touring Guide", an in-depth explanation of the preschool Creative Curriculum program, along with other school features, including Handwriting Without Tears®, Zoo-phonics® and Conscious Discipline™.

Conscious Discipline Cue Cards: How to handle conflicts with simple dialogue!

PREPARE YOURSELF TO HANDLE THIS CONFLICT

1. **Breathe. Remain calm.**
2. **Prepare for a talk with a child by GETTING DOWN TO THEIR LEVEL. (Do not hover). Kneel, squat or sit near child and look into their eyes.**
3. **Follow the cue cards.**

AGGRESSION OR HITTING

1. **Identify the need of the behavior:** "You felt angry."

2. **Give the benefit of the doubt.** "You didn't know what else to do".

3. **State the limit:** "You may not hit, hitting hurts".

4. **Teach the positive**: "When you feel angry, you can go to the Peace Place and _____".

5. **Praise and Encourage.** "Let's try it. Nice job expressing your anger!

TANTRUMS OR OUTBURSTS

1. **Remain calm:** Accept the moment as it is.
2. **Observe, without judgment.** "Your face is red and you are waving your arms".
3. **Calmly identify your interpretation of the child's emotion.** "You seem angry".
4. **Teach the positive:** "When you feel angry, you can "pretzel" in the Peace Place or say "I'm angry".
5. **Practice and Praise.**

BITING

1. **Taking care of the victim:** "Are you ok? Let's take care of your bite so I can make sure you are safe!"
2. **Identify the need of the biter:** "You were angry and so you bit." Or "You needed something in your mouth so you bit".
3. **State the limit.** "You may not bite friends. {Victim}'s face is telling you, "THAT HURTS!".
4. **Practice and Praise.** "Let's try using our words when we are angry" or "Let's try a teether".
5. **Removal (for continuous patterns):** "I am removing you from the group so I can keep my friends safe".

DEALING WITH UNDESIRABLE OR UNSAFE BEHAVIORS

1. **Identify the needs of both students:** "You wanted to catch up with friends so you ran."
2. **Give the benefit of the doubt:** "You didn't know another way".
3. **State the limit.** "You may not run".
4. **Practice and Praise.** "Let's practice walking right now. You did it! Well done."

CONFLICTS WITH PEERS

1. **Identify the needs of both students:** "Johnny, you had the truck. Sam, you wanted it."
2. **Calmly identify your interpretation of both children's emotions.**
3. **Teach the positive and offer choices.** "You can ask a teacher for help" or "You may choose another toy".
4. **Practice and Praise.**

THE PARROT TECHNIQUE

Repeating the offering of two choices.

Teacher: "It's time to clean up!"
Student: "No!" (Throws blocks)
Teacher: "It's time to clean up! You have a choice. Would you like to clean the small or large blocks first?"
Student: "I'm not doing it!"
Teacher: "Small blocks or large? What is your choice?"

Stay calm and continue offering the choices. It may take 5-6 offers before the child makes a choice. ***What if the child doesn't cooperate?*** *Move on and reconsider the situation later. Praise the children who are cooperating.*

REDIRECTION

Forwarding child to a more desirable activity or behavior

1. **Go to student. Lead them to a new activity while suggesting a positive behavior replacement:** (Example of child throwing blocks) Say, "We are going to use gentle hands in the book area".
2. **Give a choice.** "Which book would you like to read?" Engage child in new activity.

Introducing brightwheel

Never Miss a Moment!

Brightwheel is an all-in-one app where you can stay connected to your child throughout the day. Get real-time updates on your phone and tablet so you never miss a moment!

Features You'll Love:

- Personalized "News Feed" of your child with photos, videos, and daily activities
- Digital check-in with real-time notifications
- Milestones and learning updates from your child's teacher
- Secure and private direct messaging
- Secure, automated payments
- Easy sharing with other family members

Our Trusted Partner

Brightwheel is the leading app for early-childhood education, trusted by thousands of schools throughout the country. The app was featured on the TV show Shark Tank for its impressive functionality, easy-to-use features, and deep commitment to the needs of schools and families. We're proud to partner with brightwheel as part of our ongoing effort to provide a world-class experience to you—our families.

Parents ♥ brightwheel

★★★★★

My son just started daycare and I was so nervous, but being able to see the pictures and different notes about him from the teacher and being able to message the teacher gives me peace of mind! I love it!!

★★★★★

I love using brightwheel. I am able to feel close to my child while I'm work, and keep up with what she's doing through her day. It's also a quick and effective way to communicate with her teachers. HIGHLY RECOMMEND!

Getting Started with brightwheel

1. Download the brightwheel App

The brightwheel app can be downloaded on your iPhone, iPad, or Android phone or tablet. Simply search for "brightwheel" in the Apple App Store or Google Play Store.

You can also access brightwheel from your computer by going to www.mybrightwheel.com

2. Sign Up for a Parent Account

Click "Sign Up" and create a Parent Account using an email address or cell phone number. If you received an invitation, please use the same email or phone number to which it was delivered.

3. Link Your brightwheel Account to Your Child

Go to "My Children" to find your child's profile. If your child is not there, enter the 10-digit code that was given to you. If you're having trouble, let us know and we can help!

4. Update Your Profile

Add more information about you and your child! Here's a list of things we recommend you add:

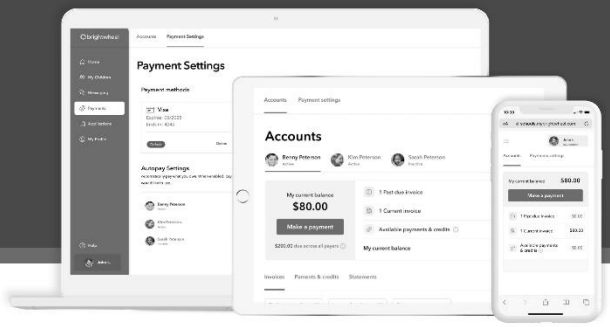
- ✓ Profile photo of your child
- ✓ Details on your child's favorite activities, allergies, etc.
- ✓ Emergency Contact information
- ✓ Approved Pickup information
- ✓ Additional family members

We're excited to be able to offer this service to you and hope that you enjoy it. If you have any questions or concerns, please let us know!

brightwheel

Easily set up online tuition payments today!

Our program has partnered with brightwheel, so you can now pay tuition and access your statements quickly, easily, and securely – all from the same app.



Quick to set up

Add a bank account or credit card and you're done! You can also enable autopay to ensure your tuition is always paid on time.

Easy & flexible

Make payments, check account balances, and access year-end tax receipts from the same app, in real-time and from anywhere.

Secure to use

Directly manage your payment details, avoid cash or check, and use a system that meets the highest levels of data security and compliance (PCI Level 1).

"The brightwheel app is pure genius! I feel much more connected to my toddler. I know what she's had to eat and her nap schedule. I can message her teacher to ask questions. **And tuition payments automatically get debited. This app has made my busy mom life easier and that means so much to me.**

- **Victoria,** brightwheel parent App store review ★★★★★

Ready to Get Started?

Log in to the brightwheel app and go to the payment section.
To learn more visit: https://bit.ly/parentbilling

Your Child at 4 Years

Child's Name _____ Child's Age _____ Today's Date _____

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 4th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- ☐ Enjoys doing new things
- ☐ Plays "Mom" and "Dad"
- ☐ Is more and more creative with make-believe play
- ☐ Would rather play with other children than by himself
- ☐ Cooperates with other children
- ☐ Often can't tell what's real and what's make-believe
- ☐ Talks about what she likes and what she is interested in

Language/Communication

- ☐ Knows some basic rules of grammar, such as correctly using "he" and "she"
- ☐ Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- ☐ Tells stories
- ☐ Can say first and last name

Cognitive (learning, thinking, problem-solving)

- ☐ Names some colors and some numbers
- ☐ Understands the idea of counting
- ☐ Starts to understand time
- ☐ Remembers parts of a story
- ☐ Understands the idea of "same" and "different"
- ☐ Draws a person with 2 to 4 body parts
- ☐ Uses scissors
- ☐ Starts to copy some capital letters
- ☐ Plays board or card games
- ☐ Tells you what he thinks is going to happen next in a book

Movement/Physical Development

- ☐ Hops and stands on one foot up to 2 seconds
- ☐ Catches a bounced ball most of the time
- ☐ Pours, cuts with supervision, and mashes own food

Act Early by Talking to Your Child's Doctor if Your Child:

- ☐ Can't jump in place
- ☐ Has trouble scribbling
- ☐ Shows no interest in interactive games or make-believe
- ☐ Ignores other children or doesn't respond to people outside the family
- ☐ Resists dressing, sleeping, and using the toilet
- ☐ Can't retell a favorite story
- ☐ Doesn't follow 3-part commands
- ☐ Doesn't understand "same" and "different"
- ☐ Doesn't use "me" and "you" correctly
- ☐ Speaks unclearly
- ☐ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to **www.cdc.gov/concerned** or call **1-800-CDC-INFO (1-800-232-4636)**.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

Help Your Child Learn and Grow

You can help your child learn and grow. Talk, read, sing, and play together every day. Below are some activities to enjoy with your 4-year-old child today.

What You Can Do for Your 4-Year-Old:

- ☐ Play make-believe with your child. Let her be the leader and copy what she is doing.
- ☐ Suggest your child pretend play an upcoming event that might make him nervous, like going to preschool or staying overnight at a grandparent's house.
- ☐ Give your child simple choices whenever you can. Let your child choose what to wear, play, or eat for a snack. Limit choices to 2 or 3.
- ☐ During play dates, let your child solve her own problems with friends, but be nearby to help out if needed.
- ☐ Encourage your child to use words, share toys, and take turns playing games of one another's choice.
- ☐ Give your child toys to build imagination, like dress-up clothes, kitchen sets, and blocks.
- ☐ Use good grammar when speaking to your child. Instead of "Mommy wants you to come here," say, "I want you to come here."
- ☐ Use words like "first," "second," and "finally" when talking about everyday activities. This will help your child learn about sequence of events.
- ☐ Take time to answer your child's "why" questions. If you don't know the answer, say "I don't know," or help your child find the answer in a book, on the Internet, or from another adult.
- ☐ When you read with your child, ask him to tell you what happened in the story as you go.
- ☐ Say colors in books, pictures, and things at home. Count common items, like the number of snack crackers, stairs, or toy trains.
- ☐ Teach your child to play outdoor games like tag, follow the leader, and duck, duck, goose.
- ☐ Play your child's favorite music and dance with your child. Take turns copying each other's moves.

Your Child's Development in the Early Years

At Joyful Noise, we believe every child is unique and grows at their own pace. We are committed to nurturing your child's strengths and providing a supportive environment for learning and development. To ensure we're meeting the needs of all children in our care, we are proud to partner with **Sensational Steps Therapy** to offer free classroom observations and developmental screenings.

Sensational Steps Therapy is a pediatric therapy practice based in West Michigan, offering **pediatric speech and occupational therapy** using a relationship-based, play-focused approach. Sensational Steps specializes in working with children from birth through adolescence to promote a child's confidence, independence, and skills for success at home, school, and in the community. If you have any questions or concerns about your child's development at any time, please feel free to reach out to Sensational Steps Therapy directly at 616-402-6997 (www.sensationalstepstherapy.com).

Throughout the school year, developmental professionals from Sensational Steps Therapy will occasionally visit classrooms to observe children in their natural play and learning environments. These observations help our teachers gain insight into your child's development and offer ideas to support growth through play and daily activities. During these visits, they may also identify children that would benefit from additional support or a more comprehensive speech or occupational therapy evaluation.

Please complete the form below and return it to the Joyful Noise office so that we may include your child in these valuable opportunities. This is not an attempt to single out any specific child, but merely provide each child the best opportunity to thrive.

Permission for Developmental Observations

I understand that a licensed professional from Sensational Steps Therapy may observe my child's classroom throughout the school year, and I give permission for my child to be present during these observations.

Date: _____ Child's Name: _____

Parent/Guardian Signature: _____

Getting To Know Your Child

JOYFUL NOISE Christian Childcare

Please answer the following questions as accurately as possible. Your answers help provide us with insight that allows us to better care for your child! Thank you!

Ages 2- School Age

CHILD'S NAME _____ **BIRTHDATE**_____

Food allergies_____ **Other allergies**_____

Does your child have any health problems, special needs or physical limitations?_____

_____

_____

Continuous medications (meds taken for specific conditions child may have)? _____

_____

Will medications need to be administered during your child's day at Joyful Noise? Name of meds and time given? *If so, please refer to our health policies regarding medicine permission slips and administering of medicine to child.*_____

We provide **Coral Isles Sunscreen SPF 50** to children in our care. Will your child use this (see the sunscreen info here: https://www.joyfulnoisekids.com/pdfs/JNSunscreenInfo.pdf), or do you prefer to send your own?_____

Please note some of your child's interests, likes, and dislikes._____

_____

Has your child had experiences in childcare before? If so, for how long? Was it in a home setting or center?

_____

How does your child react when you leave them with others (particularly new people)?_____

_____

Does your child take a daily nap? If so, when and for how long?_____

Is your child a heavy or light sleeper? _____

What makes your child upset? Frightened?_____

_____

How does your child show their feelings? _____

_____

Does your child have a comfort item? _____

How does your child prefer to spend their time at home/outside of school? _____

_____

Do you have any special living arrangements that we should be aware of?_____

_____

Please carefully consider the following and check each item that applies to your child (there are no "right" or "wrong" responses):

My Child Is:

O Outgoing O Passive O Independent
O Confident O Aggressive O Attached/Dependent
O Social w/Peers O Assertive O Attentive
O Shy O Verbal O Easily-distracted
O Anxious O Non-Verbal O Strong-willed
O Active O Calm

My Child Prefers:

O to play alone
O to play with other children/peers
O to lead
O to follow
O having choices/relaxed routine
O a predictable/structured routine

Toilet Training and Current Skills

O Communicates need to use the bathroom (both for urine and bowel movements)
O Needs reminders to use the bathroom.
O Successfully wears underwear, with very few or no accidents O Needs help pulling pants up or down
O Needs help wiping (particularly w/bowel movements) O Wears diapers/pull-ups(all day or just for nap?_____)
O Shows interest in using the bathroom (if not toilet-trained) O Not interested in using the bathroom yet
O Has regular bowel movements O Is often constipated

Do you have any concerns about your child and their development? If yes, please share:_____

_____

_____

What are your child's strengths and best personality attributes?_____

_____

What are some recent developmental milestones your child has reached (for example: finished potty-training)?_____

Tell us about discipline methods that you use at home (for example: positive reward system, time-outs, etc.)

**Please note that Joyful Noise uses the "Conscious Discipline" method* _____

_____

Is your home routine relaxed/flexible, structured, or a little in between? Please describe:_____

_____

Do you give your consent for us to use photos that may include your child on our blogs, website and/or social media? (names are never used to protect children's privacy)_____

***Please return this completed questionnaire to your child's teacher, along with a photo of your family ☺**