

**Thank you for joining us!**  
**We will begin shortly.**





# Complete the Form to enter the Raffle



[Pre-K Raffle Link](#)





# GROUP NORMS

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# AGENDA

- Introduction
- Purpose of today's Pre-K Round Up
- Presenters



# PRE-K ROUND UP MODULES

- Free Learning Resources to Prepare for Pre-K – July 8 (click for the recording)
- Pre-K Learning Resources
- Developmental Milestones – July 15
- Preparing for the First Day of School – July 22
- Completing Fall Registration & the Enrollment Process – July 29





# Child Development Basics



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## Child Development

Child Development



↑ Child Development

Child Development Basics —

Early Brain Development

Developmental Screening +

Positive Parenting Tips +

Mental Health

Specific Conditions +

## Child Development Basics

[Español \(Spanish\)](#)

### Healthy Development

The early years of a child's life are very important for his or her health and development. Healthy development means that children of all abilities, including those with special health care needs, are able to grow up where their social, emotional and educational needs are met. Having a safe and loving home and spending time with family—playing, singing, reading, and

Physical Developmental  
Delays:  
What to look for



# What are Developmental Milestones?

- **Developmental Milestones offer important clues about a child's developmental health.**
- Reaching milestones at the typical ages shows a child is developing as expected.
- Reaching milestones much earlier means a child may be advanced compared with his or her peers of the same age.
- Not reaching milestones or reaching them much later than children the same age can be the earliest indication that a child may have a developmental delay.





# Why are Developmental Milestones Important?



- The most important reason for monitoring your child's development is to find out if your child's development is on track.
- It is important to act early if there are signs of potential development delays because early intervention is so important for improving a child's skills and abilities.

# What areas do we track?

**Your Child at 4 Years**

Child's Name \_\_\_\_\_ Child's Age \_\_\_\_\_ Today's Date \_\_\_\_\_

Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 4. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

**What Most Children Do by 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

**You Know Your Child Best.**

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- ☐ Is missing milestones
- ☐ 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 and ask for a developmental screening.**

If you or the doctor is still concerned,

1. Ask for a referral to a specialist and,
2. Call any local public elementary school for a free evaluation to find out if your child can get services to help.

For more information, go to [cdc.gov/Concerned](http://cdc.gov/Concerned).

**DON'T WAIT.**  
Acting early can make a real difference!

- Cognitive Development (learning, thinking, problem-solving)
- Physical Development & Movement
- Language & Communication Development
- Behavior, Social & Emotional Development
- Safety
- Milestones Checklists (ages 2 months to 5 years)

# What areas do we track?

## 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 3-year-old child today.



### What You Can Do for Your 3-Year-Old:

- ☐ Go to play groups with your child or other places where there are other children, to encourage getting along with others.
- ☐ Work with your child to solve the problem when he is upset.
- ☐ Talk about your child's emotions. For example, say, "I can tell you feel mad because you threw the puzzle piece." Encourage your child to identify feelings in books.
- ☐ Set rules and limits for your child, and stick to them. If your child breaks a rule, give him a time out for 30 seconds to 1 minute in a chair or in his room. Praise your child for following the rules.
- ☐ Give your child instructions with 2 or 3 steps. For example, "Go to your room and get your shoes and coat."
- ☐ Read to your child every day. Ask your child to point to things in the pictures and repeat words after you.
- ☐ Give your child an "activity box" with paper, crayons, and coloring books. Color and draw lines and shapes with your child.
- ☐ Play matching games. Ask your child to find objects in books or around the house that are the same.
- ☐ Play counting games. Count body parts, stairs, and other things you use or see every day.
- ☐ Hold your child's hand going up and down stairs. When she can go up and down easily, encourage her to use the railing.
- ☐ Play outside with your child. Go to the park or hiking trail. Allow your child to play freely and without structured activities.

- Cognitive Development (learning, thinking, problem-solving)
- Physical Development & Movement
- Language & Communication Development
- Behavior, Social & Emotional Development
- Safety
- Milestones Checklists (ages 2 months to 5 years)



# Mental Health Resources

## Improving Access to Care



Learn what is CDC doing to improve access to mental health care for children.

[More](#)

## Treatment of Behavior Problems



Learn what works best.

[More](#)

## Anxiety and Depression in Children



Get the facts! Learn about anxiety and depression in children.

[More](#)

[Video: A Journey for Parents and Children](#)



# CDC Milestones Tracker App

## Features:

- **Add a Child** –or multiple children
- **Milestone Tracker** – track your child’s developmental progress
- **Milestone Photos and Videos** – know what each milestone looks like so that you can better identify them in your own child
- **Tips and Activities** – every age
- **When to Act Early** – know when it’s time to “act early”
- **Appointments** – keep track of your child’s doctors’ appointments
- **Milestone Summary** – get a summary of your child’s milestones to view

## *Milestones In Action : By Four Years*

[Español \(Spanish\)](#)

### Milestones Photo and Video Library

Social/Emotional

Language/Communication

Cognitive

Movement/Physical



[Low Resolution Video](#)

### Enjoys doing new things

Description

The children in this video want to play a new game. Enjoying doing new things is a 4-year social/emotional milestone.

[Right click here and select "Save Target As..." to download the video](#)



### Plays "Mom" and "Dad"

Description

The little girl in this picture is changing her doll's diaper – pretending to be the "baby's" mom. Playing "mom" and "dad" is a 4-year social/emotional milestone.

[Right click here and select "Save Target As..." for hi-resolution image \(10.16 MB\)](#)

# Giveaway #1 – Transition to School Backpack



# Georgia Early Learning & Development Standards



**GELDS**  
Georgia Early Learning and Development Standards

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## Welcome to The Georgia Early Learning and Development Standards (GELDS)



Today's Play  
Shapes the  
Future.

Georgia has a long history as a leader in promoting early learning and development outcomes for children. Georgia introduced its latest set of high-quality, research-based early learning standards for children birth to age five called the Georgia Early Learning and Development Standards (GELDS). The GELDS promote quality learning experiences for children and address the question, *"What should children from birth to age five know and be able to do?"* They are a set of appropriate, attainable standards that are flexible enough to support children's individual rates of development, approaches to learning, and cultural context. The GELDS are a continuum of skills, behaviors, and concepts that children develop throughout this time of life. They are divided into age groups and serve as a framework for learning. The GELDS are aligned with the Head Start Early Learning Outcomes Framework, the Georgia Standards of Excellence (GSE) for K-12, and the Work Sampling System.

### The GELDS support the growth of the whole child, birth to five.

<b>PHYSICAL DEVELOPMENT AND MOTOR SKILLS</b> PDM	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b> SED	<b>APPROACHES TO PLAY AND LEARNING</b> APL	<b>COMMUNICATION, LANGUAGE AND LITERACY</b> CLL	<b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE</b> CD
				



# Select the Domain & Age Group

## Select Domain:

Physical Development and  
Motor Skills (PDM)

Social and Emotional  
Development (SED)

Approaches to Play and  
Learning (APL)

Communication, Language,  
and Literacy (CLL)

Cognitive Development and  
General Knowledge (CD)

## Select Age Group:

☐ ALL ☐ 0 - 12 Months ☐ 12 - 24 Months ☐ 24 - 36 Months ☒ 36 - 48 Months ☒ 48 - 60 Months

For printable GEL

## Standards by Strand:

Click on the standards below to view the age appropriate indicators.

### 1. Receptive Language

— **Standard: CLL1** - The child will listen to conversations and demonstrate comprehension.

#### Age Appropriate Indicators:

36 - 48 Months

48 - 60 Months

#### CLL1.3a

Listens and responds to  
conversations and group  
discussions.

#### CLL1.4a

Listens and responds on topic  
to conversations and group  
discussions for an extended  
period.

#### CLL1.3b

Listens to and follows multi-  
step directions with support.

#### CLL1.4b

Listens to and follows multi-  
step directions.

## Indicator Detail:

**CLL1.4a** Listens and responds on topic to conversations and group discussions for an extended period.

### Rationale:

Four-year-olds continue to hone the skills of one-on-one conversation. In a group setting, they are gaining self-control, listening with understanding and responding to topic. They participate for an extended period of time (5-10 minutes) when engaged with books, props or interesting games.

### Examples:

1. listens to teacher in morning meeting and understands that a special visitor is coming
2. responds to "Bear Hunt" in a large group, claps hands and stomps feet
3. takes turns listening and responding during group time
4. visits the listening center to listen to a story
5. listens to a story and responds to questions about the story



# GELDS Resources

- Resources to Support Home Learning
- COVID-19 Resources in Spanish
- Informational Webinars
- Printable GELDS Documents
- (DIY) Summer School for Families
- Other Helpful Links



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## GELDS Resources

### Supplemental GELDS Resources

Bright from the Start: Georgia Department of Early Care and Learning is pleased to offer a variety of supplemental resources to support early learning programs in implementing the GELDS. The resources are available at no cost; however, customers will be responsible for fulfillment and shipping charges. Click the link below to visit the e-store. RR Donnelley manages the e-store, fulfills and ships orders for DECAL.

Please note that the e-store site is **NOT** compatible with mobile devices. First time visitors to the e-store must create an account in order to explore the available resources. There is no charge to create an account.

To place an order go to: <http://custompoint.rrd.com/DECAL>

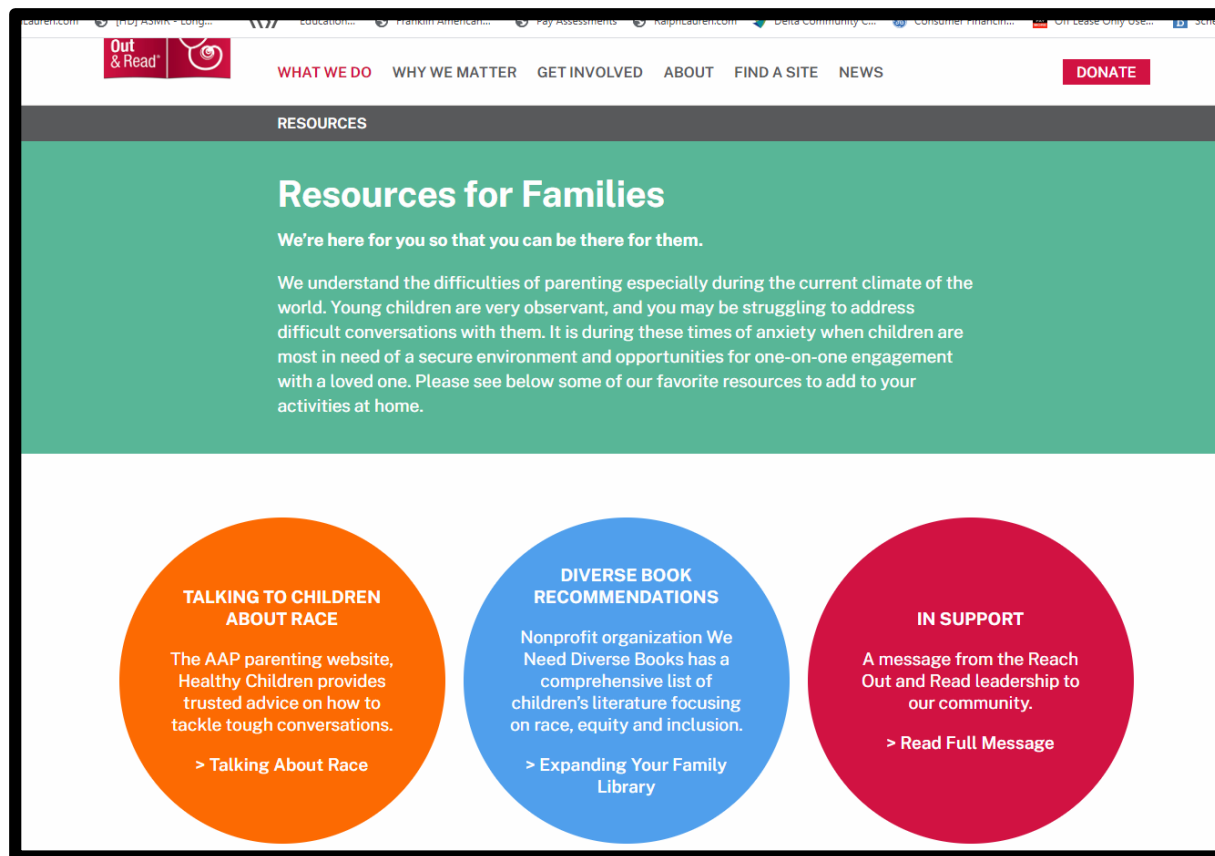
### Resources to Support Home Learning

- Emotions with CALI Placemat
- Family Tips for Math
- Family Tips for Reading
- Fine Motor Placemat
- Free Educational Resources for Kids
- Fun Game Placemat
- Fun Learning Activities for Kids at Home
- Get Georgia Reading-Digital Books
- Get Georgia Reading
- Home Learning Activity Calendar
- Home Learning Ideas




# Reach Out and Read

- Reach Out and Read Georgia
- Serves 116,000 children annually
- 135 program sites
- 161,000 books distributed annually
- Does your child's Pediatrician do this?



## Absolute Care Pediatrics

5635 Peachtree Parkway, Suite 140  
Norcross, GA 30092  
12.36 miles

## Kirkwood Family Medicine / formerly DeKalb Grady Health Center

1863 Memorial Dr, SE Atlanta, GA 30317  
12.55 miles



## SOUTHSIDE MEDICAL CENTER

1046 RIDGE AVE SW ATLANTA, GA 30315  
12.63 miles



## Decatur Pediatric Group

4112 E. Ponce De Leon Avenue Clarkston,  
GA 30021  
12.71 miles




## Kids' Doc on Wheels

4112 East Ponce de Leon, Suite 2  
Clarkston, GA 30021  
12.71 miles


# Resources for Families from ROR

- Milestones of Early Literacy Development (English and Spanish)
- E-books
- Virtual reading, entertainment and adventures
- Caring for the Care-Giver resources



## MILESTONES OF EARLY LITERACY DEVELOPMENT

**NEWBORN TO 6 MONTHS**  
TALK, READ, SING, PLAY Right from birth, babies are listening, looking, and learning. So find, and enjoy, those everyday moments when you can talk, read, sing, and play together with your baby.



	6 TO 12 MONTHS	12 TO 24 MONTHS	2 TO 3 YEARS	3 TO 4 YEARS	4 TO 5 YEARS
<b>MOTOR DEVELOPMENT</b> <i>What your child is doing</i>	holds head steady sits in lap without support grasps book, puts in mouth drops, throws book	holds and walks with book no longer puts book in mouth right away turns board book pages	learns to turn paper pages, 2 to 3 pages at a time starts to scribble	turns pages one at a time, and from left to right sits still for longer stories scribbles and draws	starts to copy letters and numbers sits still for even longer stories
<b>COMMUNICATION AND COGNITION</b> <i>What your child is saying and learning</i>	smiles, babbles, coos likes and wants your voice likes pictures of baby faces begins to say "ma", "ba", "da" responds to own name pats picture to show interest	says single words, then 2- to 4-word phrases gives book to adult to read points at pictures turns book right-side up names pictures, follows simple stories	adds 2-4 new words per day names familiar objects likes the same book again and again completes sentences and rhymes in familiar stories	recites whole phrases from books moves toward letter recognition begins to detect rhyme pretends to read to dolls and stuffed animals	can listen longer recognizes numbers, letters can retell familiar stories can make rhymes learning letter names and sounds
<b>ANTICIPATORY GUIDANCE</b> <i>What parents can do</i>  <i>Ask questions and wait for your child to answer</i>  <i>Read and speak in your first language</i>	talk back and forth with your baby; make eye contact cuddle, sing, talk, play, read point at and name things: nose, ball, baby, dog... follow baby's cues for "more" or "stop" play games such as "peek-a-boo" or "pat-a-cake"	smile and answer when your child speaks or points let your child help turn the pages; keep naming things use books in family routines: naptime, playtime, bedtime; on the potty; in the car, bus use books to calm or distract your child while waiting	ask "Where's the dog?" or "What is that?" be willing to read the same book again and again as you read, talk about the pictures keep using books in daily routines	ask "What happens next?" in familiar stories point out letters, numbers point out words and pictures that begin with the same sound together, make up stories about the pictures	relate the story to your child's own experiences let your child see you read ask your child to tell the story encourage writing, drawing point out the letters in your child's name
<b>WHAT TO READ</b>	board and cloth books; books with baby faces; nursery rhymes	board books; rhyming books; picture books; books that name things	rhyming books; picture books that tell stories; search and find books	picture books that tell longer stories; counting and alphabet books	fairy tales and legends; books with longer stories, fewer pictures

**LET YOUR CHILD CHOOSE WHICH BOOK TO READ. FIND STORIES ABOUT THINGS YOUR CHILD LIKES.**

www.reachoutandread.org reachoutandread

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# Where can you go for help?

- Babies Can't Wait
- Fulton County Schools Special Needs (Assistance Package in English & Spanish)
- Pediatrician
- Therapist or Psychologist



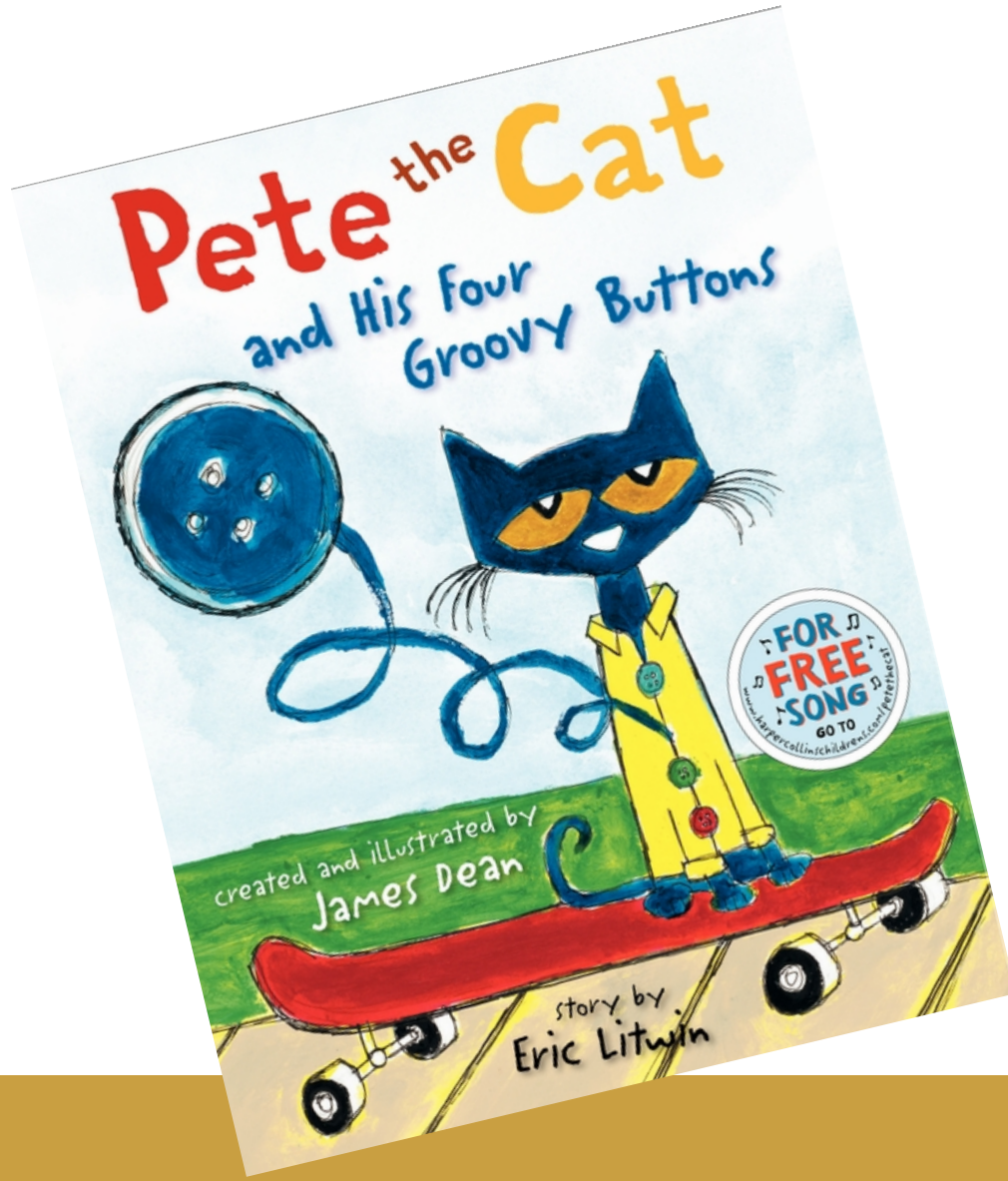


# Giveaway #2 – Summer Bridge Activities



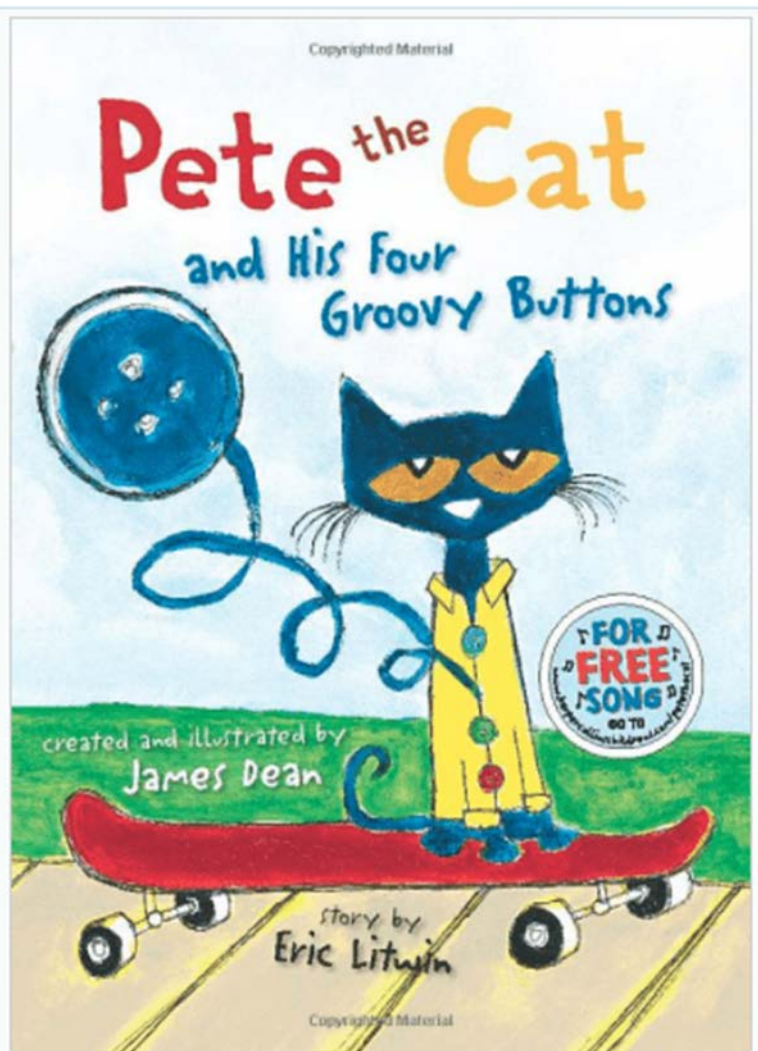


# Complete the Form to enter the Raffle



[Pre-K Raffle Link](#)

# It's Storytime



- [Pete the Cat and His Four Groovy Buttons](#)



**NO  
SMALL  
MATTER**





# Thank you for participating!

Montreal Bell

Coordinator

Early Childhood Programs

Fulton County Schools

[bellmg@fultonschools.org](mailto:bellmg@fultonschools.org)

470-254-4574

