

Kaneland
Early Childhood
Parent Handbook



BLACKBERRY CREEK ELEMENTARY SCHOOL

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Elburn, IL 60119
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Updated 8/2024

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Early Childhood Developmental Screenings

During the preschool years, parents often wonder whether their child's development is typical of their peers of the same age. Developmental screenings are designed to address these concerns and help parents learn more about their child's development.

Kaneland School District offers free developmental screenings throughout the year to assess young children's skills. Children up to 36 months are eligible for an Early Intervention screening. Children ages 3 to 5 years old are eligible for an Early Childhood screening.

Infant and Toddler Early Intervention Screening (Birth to 36 months)

Kaneland school district works closely with Day One Network, Inc. (Child & Family Connections #4) to become aware of children who may qualify for our Early Childhood programs. Day One Network houses the Early Intervention (EI) program for our district that focuses on the special needs of children who are not yet three years old. If you suspect that your young child is not reaching their developmental milestones, please contact Day One Network to request an evaluation for them. They may be reached at (630)879-2277.

If a child is associated with the Early Intervention program, once they approach their third birthday, the Early Childhood staff initiates the transition process of transitioning services from EI to the school district. The value of the Early Intervention program is the opportunity to determine needs, set goals and start working to help the students at the earliest possible time. Kaneland School district strongly urges parents who suspect their young children are not developing at the same rate as their same-age peers to seek the advice of the Early Intervention system.

Early Childhood Screening - Ages and Stages Questionnaire (ASQ) - Ages 3 to 5

An Early Childhood Screening (ASQ) assesses the development of children who are 33 months to 5 years of age in the areas of:

- Speech/Language
- Fine Motor
- Gross Motor
- Pre-Academics / Cognition
- Social-Emotional
- Self-Care

This questionnaire is filled out by the parent/guardian of the child. Once filled out, it will need to be sent back to our District Special Education Office. From there the questionnaire will be scored. A call will be made to you if any findings need to be discussed further and the next steps. If you are interested in having an ASQ sent to your home for your child, please contact Mary Scholl at the District Special Education Office – (630) 365-4118 or email - mary.scholl@kaneland.org

The Early Childhood Evaluation Process

Once an EC screening has been completed for your child, the screening team will review your child's performance and determine if further evaluation is needed. If the data collected shows that further evaluation is necessary to determine whether your child is eligible for special education, a representative of the team will contact you to set up a domain review meeting. This is the first step in the special education eligibility process. At this meeting there will likely be several team members present, one from each domain area. Team members will typically include an EC Teacher, a Speech and Language Pathologist, a Social Worker, a Psychologist, and sometimes the School Nurse, an Occupational Therapist or Physical Therapist. If this is an evaluation of speech only, the Speech and Language Pathologist may be the only team member present. During this meeting each member of the team will review existing information about your child and determine what additional information they will need to collect to aid in determining your child's eligibility for special education services. This is a time where you can share more information about your child's abilities and any concerns you have about his/her development. This meeting will typically last around 20-30 minutes.

Once the domain review meeting is complete, any additional data identified will be collected by the evaluation team using the sources that were outlined in the domain review process. It is typical for students to have a Transdisciplinary Play Based Assessment (TPBA), however other sources of data may be required as well. For example, if your child is in a current preschool setting the team may go there to observe. Rating scales and questionnaires are also useful to help gather more information from the parent(s)/guardian(s) and/or caregiver(s) of your child. For the TPBA, an appointment will be made where you and your child will be taken to an EC classroom to be evaluated by the team through play. Your child will be introduced to a variety of activities within the room, while team members observe and evaluate their area of specialty (i.e. speech, social interaction, functional skills, academic readiness, ect). This portion can take up to 60 minutes to complete. Before this assessment takes place, a team representative will schedule another meeting with you to review the results of the assessment and discuss eligibility requirements (this meeting is called a case study evaluation).

Prior to the case study evaluation meeting, you will be provided with a draft copy of the assessment report. This report will have a summary of the results from the TPBA and other sources. Please review this prior to the meeting and come with any questions or concerns you may have. At the meeting, team members will briefly go over each domain area and address any questions you may have. The results from the assessment will determine whether your child meets the requirements to become eligible for special education services.

Finally, if eligibility for special education services has been determined and an area of disability is identified, the team will review your child's individualized education plan (IEP), which will outline the specific goals, programming, and services your child will receive for the following calendar year. This full case study meeting typically takes between 60 and 90 minutes. Once the IEP is developed, your child's case manager (i.e. Early Childhood Teacher), will meet with you to review a start date, classroom procedures, and any paperwork that needs to be completed prior to your child's first day.

Kaneland Early Childhood Programs

Walk-In Speech Services

Students who qualify for walk-in speech services typically have developing skills in areas such as social, motor and cognition, but have a delay in speech and/or language skills. Students who are eligible for this program will meet with a speech and language pathologist each week based on their identified needs. Walk-in speech services are provided at Blackberry Creek Elementary School and parents may choose to enroll their child within any preschool of their choosing. If a walk-in student attends the Kaneland Blended EC Program, however, parents may opt for their child to receive speech services within that setting instead. Students enrolled in the walk-in speech program need to be transported to and from school, as they do not qualify for transportation services.

Walk-In Speech/Language Pathologists:

Blackberry: Allison Macaluso, Christine Baldrige, and Lisa Alltop

Kaneland Early Childhood Classroom

Kaneland offers preschool classrooms for typically developing students as well as students who receive special education services. All of the early childhood classrooms have mixed age groups. Early childhood classes meet Monday-Thursday and offer morning (8:50-11:15) and afternoon (12:50-3:20) sessions. Children will be placed in a session according to where the educational staff and administrators feel they would be best serviced, depending upon their individual needs.

Early Childhood classrooms are run using a predictable and structured routine to help the children develop independence in their actions. The activities vary daily, but the schedule is kept consistent. Students work on pre-academic skills(ex. math, literacy, fine motor), functional skills (ex. arrival/dismissal routine, following directions, sitting in a large group), language development, social skills, and IEP goals specific to your child through play, group activities (circle times), and daily language experiences (ex. story, language groups).

Students who qualify for special education services and have a classroom placement recommendation are eligible for Kaneland transportation free of charge.

Early Childhood Full Day Instructional Program

The Early Childhood Full Day Special Education program serves children ages 3 to 5 in more than one area and have been identified as having a disability.

The full day instructional program is for students to receive direct instruction to meet their unique individual needs designed to address a variety of specific skills that are not easily learned in their natural everyday environment.

This classroom environment also has limited stimuli, smaller class size (capped at 8 students) and staffed at a 2:1 ratio.

The Full Day instructional program utilizes

Related services are also provided within this classroom as dictated by the students IEP plan.

The full day instructional program runs Monday-Thursday from 8:50 a.m.-1:50 p.m. daily.

Our full day instructional program utilizes the ULS (Unique Learning Systems) curriculum that is tailored to meet the individual needs of each student within the classroom.

Transportation is provided by the District for families choosing to utilize the services.

Early Childhood Instructional Classroom

The Early Childhood Special Education program serves children ages 3 to 5 who are experiencing difficulty in one or more areas and have been identified as having a disability. Service options and programming are available for children determined to be eligible for special education services through an evaluation process and IEP.

The early childhood instructional classrooms are self-contained classes that offer a more intensive skill-building environment. The classes are small (with a maximum of 10 students) and are designed for students who may require more support. Many related services are included inside the classroom setting, as well as one to one time with therapists as specified within IEPs.

Early Childhood Kaneland Preschool

Kaneland's Early Childhood Preschool program is a preschool program that serves our youngest Kaneland Knights. The preschool classroom has a maximum of 15 students and uses a 70%-30% ratio for determining the number of typically developing students and students with IEPs in the classroom. For example, if a classroom has 15 students, 5 of the students would have IEPs and 10 would be typically developing. Spots for typically developing students are open to all preschool aged students who live in the Kaneland district.

If you are interested in registering your typically developing student for the preschool program, please contact Nicole Bakalis at (630)365-5100 ext. 71151. Students with special education services become eligible for the preschool classroom by using the lottery system to choose students at random.

Early Childhood Program Policies

Personal Attire and Belongings

Attire:

Children should come to school wearing play clothes so they can participate in: climbing, running, sand play, water play, finger paint, and other active and messy learning experiences. It is recommended that all children wear athletic shoes.

Outerwear:

Students will go out to play as frequently as possible, even in the winter. For this reason we ask that you make sure your child brings or wears a jacket when weather demands and other outer wear on snowy days. Please clearly label: hats, mittens, and jackets. If your child wears snow or rain boots to school, please be sure to send school appropriate shoes in his/her backpack to change into.

Change of Clothes:

Please send a change of clothes to school in a large Ziploc bag, and be sure that all clothing is marked with your child's name. The clothing will be kept at school in case your child has an accident or if his/her clothing becomes soiled. The change of clothes should include: pants, underwear, a shirt and socks. We will return dirty clothing to you in the Ziploc bag, and ask that you replenish us with a new change of clothing the next day.

Toileting:

If your child is not yet toilet trained, please send him/her with needed supplies (i.e. diapers/pull-ups). Teachers will notify you when they need more. Additionally, any changes in your child's toileting routine should be communicated with the classroom teacher.

Backpacks:

Your child will need a backpack for school. The backpack should be large enough so the corners of a standard folder do not get folded. Please do not send your child with a wheeled backpack. Wheeled backpacks are a safety risk for the child pulling the backpack and for their peers.

Celebrations

Class Treats:

Kaneland Dist policy states that in order to promote healthy choices and support a culture of wellness in our schools, along with a concern for food allergies, birthday treats in the form of food items will not be allowed. If a food item is sent, they will not be served and will be sent home. Suggested birthday "treats" can include things like: a pencil, a book for the classroom or stickers.

Invitations and Gifts:

Per district policy, party invitations or gifts for classmates should not be brought to school to be distributed at school, on school grounds, or at a bus stop. Items such as these are of personal nature and should be mailed home using the list in the school directory. The office is unable to release addresses and phone numbers of students who are not listed in the school directory.

Behavior Management:

Champs:

Kaneland's district-wide behavior plan is based on CHAMPS. Champs is a "proactive and positive approach to classroom management". Within this approach the focus is on prevention and on teaching expectations to students. Teachers will make every effort to structure for success by explicitly teaching school and classroom expectations.

Early Childhood students will learn a modified version called MAC. MAC stands for Movement, Activity and Conversation. For example, during large group instruction students will be taught that the expectations are:

M (expected movement): Sitting

A (activity): Circle Time

C (expected conversation/voice level): Quiet talking, listening to teacher

Tips for Saying Goodbye

Saying "goodbye" is a learning opportunity for your child. For some of you, your goodbyes are said at the bus stop, for others it is done at the school building. Here are some tips to help your child start his/her school day on a positive note.

- Arrive no sooner than 5 minutes before the start of class to reduce the wait time for your child.
- When the door opens and staff comes out, say a single goodbye, provide a quick hug and kiss, and orient your child to the door.
- Prolonged goodbyes and talking with staff delays the transition into the building. These delays make it more difficult for your child to separate.
- If your child becomes upset, please know that the early childhood staff are experts in comforting children. Once your child enters the classroom, he/she will quickly become engaged in fun activities.
- If your child's teacher has concerns about your child's transitions into school, she will communicate with you.

Attendance and Absences

Attendance Expectations:

Kaneland has high expectations for student performance, and consistent attendance is no exception. It is important that your child attend school regularly to maximize the benefits of the program. We encourage you to send your child to school every day unless he/she is ill.

Illness:

He/she should **STAY HOME** from school for:

- A fever over 100 degrees
- Vomiting
- Diarrhea
- Diagnosed with a contagious illness
- Yellow or green discharge from the nose
- Unidentified / Undiagnosed rash
- Red and watery eyes not associated with seasonal allergies

He/she may return to school 24 hours after symptoms have ceased (with medication), 24 hours after being fever free (without the use of fever reducing medications) or 24 hours after the start of prescription antibiotics as long as there is no longer a fever.

If you are unsure whether your child should attend school, please call the school and discuss your child's health concerns with either the school nurse or with your child's classroom teacher.

If your child begins to exhibit any of the above health concerns while school is in session, he/she will be assessed by the school nurse. If needed, a parent/guardian will be contacted for pick up from school.

Reporting an Absence:

Parents/Guardians **MUST** report all absences for their child to the school. This can be done by calling: **630-365-1122 – Press OPTION 4** Please indicate specific illness symptoms and/or reason for the child's absence.

Since we provide door to door transportation services for our Early Childhood students, we also request that you contact the Kaneland Transportation Department, as a courtesy, so that we can avoid making an unnecessary stop for a child that is ill. *Please call: 630-365-5111 ext. 71148* to inform them of your child's absence.

We ask that each family please establish a plan for when their child is not in school due to a holiday, snow day, non-attendance day, etc. Please check with your daycare provider to ensure that there is space in the event that your child may need to be there above and beyond your originally scheduled times.

Health and Safety

Allergies:

The administration, teachers and staff are aware of the increasing number of children with food or other related allergies. Parents/Guardians must submit documentation to the school nurse and building administration of a child's allergy so that we can avoid a reaction and make an allergy plan if necessary.

Allergy Plan:

All children with an allergy that results in a reaction that is potentially life threatening must have an established Allergy Plan on file in the nurse's office. A copy will be kept with the classroom teacher as well.

Medication:

School Policy does NOT allow school personnel to administer medication to a child unless it is prescribed by the child's attending physician. A release to administer medication must be received by the building nurse prior to the medication being dispensed. You may request the necessary forms from the school nurse.

Sunscreen:

Staff members are unable to apply sunscreen to your child within the school day. On sunny days where this is a concern, please apply before sending your child to school.

Safety:

The most important job we have as educators is maintaining a safe and secure environment. Students and staff practice evacuating the building throughout the year in case of a fire; and engage in a tornado drill where the students learn to seek shelter. In addition to these drills that will involve the entire building, classroom teachers will practice the same drills more frequently to ensure that our youngest students are familiar with the process.

Security:

In order to ensure that our Kaneland schools are a secure site, all doors are maintained in a locked position throughout the day. Please support the security of the entire building by only entering and exiting through the main office doors and adhering to the district sign-in procedures. All adults entering the building will be asked to provide picture identification.

Alternate Adult Pick-Up:

In the event an alternative family member or friend picks up your child from school, please make plans to notify the school prior to the end of the day. You may phone the school office, or write a note to the classroom teacher. Please make sure the designated adult is prepared to show a photo id to the school staff. Even if they have previously picked up your child from school, they will be asked to show their identification again. Please understand that we do not wish to inconvenience anyone, but are just looking out for your child's safety.

Communication and Participation

Communication:

Parents/Guardians will receive periodic communication from their child's teacher. Classroom teachers will post newsletters or links on Infinite Campus that highlight what is happening inside the classroom.

Each staff member has an email address and can be reached by phone as well. Staff will be able to contact you during scheduled times when they are not interacting with students.

Parents will be updated on student progress through quarterly using Teaching Strategies GOLD reports (the assessment piece of Creative Curriculum) and will have time for discussion at November parent teacher conferences. In addition, parents and teachers will meet as needed in order to share information and make decisions about your child. Parents/Guardians with a child receiving special education services will also meet annually to establish new goals for their child. Special Education parents will be updated on student progress towards IEP goals through quarterly progress notes in addition to GOLD reports.

Parent Involvement:

We believe that the single most important determinant of a child's success in school is parent and family involvement. Teachers and families work together as partners in education. Communication between home and school should be on a regular basis.

We believe a child's family is their first and best teacher. We ask each family to continue to provide learning activities at home that allow each child to continue growing and acquiring new skills. Parents/Guardians, together with their children can: read books, visit the library, provide materials and space for self-expression (paints, play dough, crayons, pencils, etc.), puzzles and games. Children will realize how important they are when they see their teacher and family working together for them.

Family Participation:

Families will be invited into the classroom twice a year for family parties. These parties are the day before our winter break (winter holiday party) and the last day of school (end of the year party). Per district policy, younger siblings are not allowed to attend classroom parties. Notes will come home two/three weeks in advance of each party to confirm family attendance. This allows the parents the opportunity to interact with their child in the classroom setting as well as giving the parents a chance to see how their child functions in school. Throughout the school year there will be opportunities for families to complete projects at home as well. Family projects are optional, but the children love sharing those projects with their peers and teachers.

Special Education Transportation

Contacts: Karen Smith Director of Transportation: 630-365-5111 ext. 71145
 Davis Espe Transportation Secretary: 630-365-5111 ext. 71148
 Mary Scholl Special Services Administrative Assistant : 630-365-4118

Kaneland Transportation provides busing for Early Childhood students with special education services who are enrolled in the classroom program. Transportation is NOT provided for typically developing blended students or for students receiving walk-in services. A child can be picked up and/or dropped off at a location other than home as long as the address is within the Kaneland school boundaries. If your family qualifies for transportation and would like Kaneland Transportation to bus your student to preschool, you must complete the transportation form in your registration packet. For more information on transportation you may visit www.Kaneland.org.

Please note:

- Families are provided estimated times for pick up and drop off.
- Routes are adjusted throughout the school year as new students enter the program. You will be informed of any time changes.
- Times may vary slightly depending upon road construction or weather.
- Please make sure your child is ready and waiting at the designated time.
- **Food is not allowed on the bus for safety issues.**
- On days that your child does not need transportation, please contact your specified transportation company.

Bus Procedures at School:

- Teachers or paraprofessionals escort the children to and from the bus each day.
- After all the children have exited the bus, the bus driver walks through the bus to assure all students have left the bus.
- Safety harnesses are provided for all Early Childhood students.

Any questions or concerns about transportation you may contact our Early Childhood Secretary, Mary Scholl at 630-365-4118; or the Kaneland Transportation Department at 630-365-5111 ext.5.

Reduction in Early Childhood Services

Kaneland School District follows IDEA guidelines by identifying the least restrictive placement appropriate for students with disabilities. Changes in student placement are determined by the progress a student makes. Staff members are consistently monitoring student progress. When a student meets their goals the Special Education team will call an IEP meeting to discuss the next steps. At times, students may be dismissed or will receive reduced services due to their positive progress. Please be advised that if this occurs during the school year, the student will be allowed to finish out the quarter.

Early Childhood Classroom Age Ranges

Early childhood classes and services shall serve only children through five years of age. ISBE 23 IAC 226.720

Developmental Language Ages

Receptive Language

<18 months

- Identifies familiar objects
- Searches for objects named by not present
- Understands **no**
- Responds to **where is** (where's mommy)

18-24 months

- Identifies 4 body parts
- Follow simple commands with gestures ("come here", "sit down")
- Follows simple one-step commands without gestures ("give it to me", "get the car")

24-30 months

- **In** and **on**
- 2 part related commands ("pick up the cup and throw it away")
- Concept of **big**
- Points to pictures of common objects
- Understands simple action words
- Understands pronouns (me/my/you/your/him/her)
- Answers simple **wh** questions (what's that, who's that, what's it doing)

30-36 months

- Identifies objects by function
- Understands simple categories (food/toys)
- Identifies parts of a whole (door of the car)
- Responds to **in, on, under**
- Understands size differences
- Answers yes/no

36-42 months

- Understands simple descriptive concepts (long, empty, same, heavy)
- Correctly selects 2 of 5 objects on request
- Follows a command with **fast/slow**
- Follows directions with plurals (give cars)
- Answers simple problem solving questions ("what do you do when you are hungry")
- Follows a 2 part action command ("clap your hands and jump")

42-48 months

- Spatial concepts (beside/next to, in back/in front, under)
- Points to less common body parts (tongue, neck, thumb, chin)
- Follows commands involving 2 objects/2 actions (give me the dog and put the car in the garage)
- Identifies comparatives (bigger, longer)
- Understands opposites (long/short, hot/cold)
- Engages in dialogue beyond a few turns
- Wants explanation of "why" and "how"

48-54 months

- Listens to longer stories
- Carries out 3 commands in sequence
- Understands concepts **above/below/top/bottom/between**
- Understands temporal items **before/after**
- Understands time concepts **day/night**
- Understands noun + 2 adjectives (point to the big, white dog)

Expressive Language

12-18 months

- Produces first words by 12 months
- Imitates sounds
- Shares joint attention on an object
- Waves/says **hi** and **bye**
- Indicates need for help
- Points to objects he wants named
- Produces sounds to gain attention

18-24 months

- Uses some 2 word combinations
- Names familiar objects when asked
- Produces jargon
- Names familiar objects when asked (“what’s that”)
- Imitates intonation patterns that adults make
- Imitates animal sounds

24-30 months

- Produces about 50 words by 24 months
- Says “no” when you ask a question or take something away (24 months)
- Produces more words than gestures
- Uses early pronouns (me/my/mine)
- Uses possessive noun phrase (my ball, daddy car)
- Uses 2 and 3 word combinations
- Uses verb phrases
- Has syllableness
- Uses present progressive verb tense (no auxiliary)-“mommy driving”
- Refers to self by name
- 1-2 turns in conversation
- Sings phrases of familiar songs
- Asks for “more”
- 65% intelligible
- Communicative intent: commands others, expresses some feelings, seeks information, comments on self/objects, participates in social routines

30-36 months

- Produces about 300 words by 30 months
- Uses 3-5 word sentences by 36 months
- Uses basic grammatical structures: **prepositions**, **possessives** (daddy’s ball), **subject pronouns** (I, he, she), **plurals**, **contractions**

- Relates experiences from recent past events
- Asks simple **wh** and **yes/no** questions
- Answers **which one do you want**
- Labels pictures of common objects
- Uses simple action phrases (“boy is walking”, “dog eats”)
- Responds to **yes/no** questions
- Initiates topics and maintains a few turns in a dialogue
- Uses most basic grammatical structures (prepositions, pronouns as a subject, possessives, plurals)

36-42 months

- Uses 4-5 word sentences
- Asks a lot of questions (what/who/why/how/where/when)
- Answers complex **wh** questions (what do you wear on your feet, what says meow)
- Uses basic grammatical structures (and, not, prepositions)
- Uses adverb location “there”
- Relates experiences so they can be followed within reason
- Beginning to use “is” at the beginning of questions
- Names actions in pictures
- Beginning to use verb tenses: **past tense** (walked), **future** (going to)
- 80-85% intelligible

42-48 months

- Combines 4-7 words in sentences by 48 months
- Takes four turns in a true conversation
- Retells a 3 step sequential story or event
- Logically answers an inferential question (“what would you do if..”)
- Uses basic grammatical structures consistently (**past tense, future tense, present progressive**)
- Responds to questions of function (“what are books for”, “what do you do with scissors”)
- Uses **he/she**
- Uses **not**
- 85-90% intelligible

48-54 months

- Tells stories (sometimes confusing fact/fiction)
- Uses greetings and courtesy words spontaneously
- Uses speech for social purposes (communicating ideas, relates happenings, argues)
- Large and complex vocabulary
- Uses pronouns as objects (him/her)

Mean Length of Utterance by Age

21 months	1.2-1.3 MLU
24-30 months	2.0 MLU
30-36 months	3.2 MLU
36 months	3.3-3.6 MLU
48 months	4.2 MLU
48-54 months	4.4 MLU
60 months	5.7 MLU

Developmental Academic Expectations

3 Years

According to Teaching Strategies Gold objectives for development and learning, typically developing children that are 3 years old are expected to:

- Verbally count (not always in the correct order). may begin counting to 10.
- May begin counting 5 objects with 1:1 correspondence
- Demonstrate the understanding of the concepts of one, two and more.
- Match two identical shapes.
- Recognize and name a few numerals.
- May begin to recognize and name a few letters in their own name.
- Is not yet producing sounds for letters.

According to TPBA2 (Transdisciplinary Play-Based System) Age Table for Conceptual Development by Toni Linder, typically developing children at this age level are expected to:

- Identify primary colors (should be acquired between 36 and 48 months).

4 Years

According to Teaching Strategies GOLD objectives for development and learning, typically developing children that are 4 years old are expected to:

- Verbally count to 10.
- Count 5 objects with 1:1 correspondence.
- Demonstrate the understanding of the concepts of one, two, and more, and begin to recognize and name the number of items in a small set (up to five) instantly.
- Identify a few basic shapes (circles, squares, and triangles).
- Recognize and name a few numerals and begin to identify numerals to 5 by name, connecting each number to a counted object.
- Recognize and name a few letters in their name and begin to recognize and name as many as 10 letters, especially those in their name.
- Begin to identify the sounds of a few letters.

According to the TPBA2 (Transdisciplinary Play-Based System) Age Table for Conceptual Development by Toni Linder, typically developing children at this age level are expected to:

- Identify primary colors (should be acquired between 36 and 48 months).

5 Years

According to Teaching Strategies GOLD objectives for development and learning, typically developing children that are 5 years old are expected to:

- Verbally count to 20.
- Count 10-20 objects with 1:1 correspondence.
- Tell what number comes next in order from numbers 1-10.
- Recognize and name the number of items in a small set (up to five) instantly.
Combine and separate up to 5 objects and describe the parts.
- Begin to make sets of 6-10 objects and then describe the parts (identifying which part has more, less or the same).
- Describe basic two- and three-dimensional shapes by using their own words, and recognize basic shapes when they are presented in a new orientation.

- Identify numerals to 5 by name and connect each to counted objects. Begin to identify numerals to 10 by name and connect each to counted objects.
- Recognize and name a few letters in their own name and begin to recognize and name as many as 10 letters, especially in those in their own name.
- Identify the sounds of a few letters and begin to produce the correct sounds for 10-20 letters.