

GRACE FELLOWSHIP

PRESCHOOL

TODDLER CLASS

Information

Packet



Grace Preschool – Domains of Early Childhood Development

Fine Motor – Fine motor activities teach hand-eye coordination. These activities help children learn to precisely control the muscles in the hands. Tearing paper, cutting with scissors, using tweezers, painting and exposure to a variety of sensory activities all help build fine motor skills.

Language – This domain includes phonemic awareness, alphabet, oral and written language. Talking about events happening during the day, learning the alphabet and the sounds the letters produce are examples of language activities. Stress will be placed on the importance of reading to each child in addition to dramatic play, puppets, and theme-related activities.

Cognitive – Early math skills, cause-and-effect, and reasoning are focal points of this domain. Counting and patterning also help to improve cognitive development. A variety of activities will be used to ensure that all learning styles are emphasized.

Social/Emotional – Learning to “play” with others is a skill. We focus on children feeling safe, secure, and nurtured. Manners and using kind words will be stressed as well.

Gross Motor – This domain involves learning to use all the “big” muscles in our body. Crawling, walking, running, skipping, jumping, and climbing are all examples of gross motor activities. Music and movement classes in addition to outside play assist in accomplishing these skills.

Self-Help/Adaptive – Everything that a child needs to know to start being more independent is included in this domain. Learning to dress oneself, feed oneself, using the toilet, and participating in home/classroom overall success contribute toward independence and self-reward.

Spiritual and Moral – Teaching each child to love and obey God is the most important focus we have. Recognizing the differences between right and wrong will become second nature to each child if we simultaneously teach and model God’s love. Monthly Bible verses, weekly chapel lessons and daily reinforcement introduce God’s Word and love.

Grace Preschool Toddler's Class

The General Objectives for the Toddler Class are below. These are the objectives that your child will be exposed to this school year. They are in no way complete as each day brings a different focus and variety of activities. These objectives were written to help our staff become more unified, to provide ease in evaluating students, as a preparation for the upcoming school year and to keep you informed.

The philosophy behind the Grace Preschool curriculum continues to be that young children learn best by “playing”. When children play, they are working. For them, play is both serious and necessary. It is one of the ways they learn and grow. Showing approval of children’s creative efforts tends to encourage their creativity. We feel that it is important to communicate our respect for their attempts to express what is on their minds.

Encouraging children to discover that uniqueness and helping them develop its expression is primary in our overall approach to learning. We know that the time we spend building self-esteem, guiding behavior and providing a variety of experiences is a lifetime investment. Our goal is to help your child become an enthusiastic learner.

We appreciate the role you play in supporting your child’s learning and we view you as your child’s first and most important teacher. Our curriculum works best when teachers and parents work together.

TODDLER CLASS OBJECTIVES

The child will:

- *learn basic trust by depending on familiar adults to anticipate their actions and respond promptly to their attempts to communicate.
- *exhibit greater independence by doing things themselves and feeling good about his/her accomplishments.
- *know that they are valued and respected.
- *recognize that learning is fun.
- *be affected by positive environmental conditions (nutrition, care, physical space and stimulation).
- *participate in areas of development including intellectual, social, physical, emotional, and language.
- *be encouraged to explore and discover new things, individually and in groups.
- *have their fears respected.
- *be housed in a child-friendly classroom with ample space and proper sanitizing and disinfecting practices.
- *be offered time for physical activity, both inside and outside play.
- *be encouraged to play side-by-side with their own toys.
- *have developmental needs and interests met by appropriate communication expectations, interesting activities, and appropriately arranged play spaces.
- *become familiar with the school setting and activities within.

TODDLER DEVELOPMENTAL OBJECTIVES

Fine Motor Skills

- scribbles with crayons, markers, and paints
- stacks small blocks or objects
- learning to use spoons for feeding
- turns pages in a book

Language Development

- understands and responds to most commands
- uses at least two to three-word sentences
- understands basic prepositions (on, in and to)
- vocabulary includes up to 200 words

Cognitive Skills

- learning through senses and by doing
- remembers words to simple songs, phrases, and finger plays
- knows names of basic body parts
- throws objects
- matches objects

Social/Emotional

- show affection to familiar people
- plays by self, initiating own play
- comforts others and starting to develop empathy
- knows how to get adults to meet needs

Self-help

- likes to do things without help
- wants to feed self
- undresses (with help)
- drinks from a cup

Self-awareness

- recognizes self in a mirror and pictures
- knows own name and names of friends
- identifies personal property

TODDLER CLASSROOM QUALITY INDICATORS

- Teachers and students use proper hand washing procedures.
- The room has no potential safety hazards.
- Diapering is done properly using recognized sanitation methods.
- Teachers play on the floor with the children.
- Adults talk to toddlers about what is happening to them.
- Music is played during part of the day.
- Faces and noses are always clean.
- All children are given appropriate affection.
- Teachers “mirror” what the children do.
- Bottles, pacifiers, and personal items are labeled.
- Upset or crying toddlers are comforted immediately.
- The room is organized for safe and productive play.
- Cues are taken from the students.
- The room has pictures of familiar objects, at student eye level.
- Students can choose from a variety of materials and toys.
- Teachers keep appropriate records and share information with parents.
- Parents' wishes are respected.
- Toddlers are exposed to all areas of development.

Grace Preschool staff will:

Give students choices whenever possible.

Encourage safe exploration and experiences.

Reinforce student’s efforts.

Be there for reassurance but offer the freedom to solve problems alone.

Be responsive to students and acknowledge their feelings.

Let students do as much for themselves as possible.

Be physically available to students.

Verbalize objects and feelings.

Accept students as they are, unconditionally.

Realize that each student may not be ready for the same experiences.

Be consistent with classroom rules and expectations.

Follow guidelines set forth by state licensing, Grace Preschool and Grace Fellowship United Methodist Church.

Circulate through the classroom letting students know they are near and able to respond quickly to students’ needs.

Redirect an upset student’s attention to a new activity, piece of equipment/toy or new area of the classroom.

Be aware of age-appropriate and developmentally appropriate activities.

Think safety first.

Recognize short attention spans and plan and provide a variety of activities lasting only a few minutes per activity.

Support students by guiding them through consistency and anticipation.

A DAY IN THE LIFE OF A “TODDLER”

Greeting and Free Play:

Greet children and parents, chat and answer any questions that can be answered quickly.

Playground:

A fun time for children to expend energy and develop gross motor skills using the large muscles of the legs, arms and torso while learning balance and coordination.

Snack Time:

A social time to sit with friends and enjoy some crackers, fruit or simple snacks.

Music and Motor:

Songs and finger plays help to develop language. The children learn new words and experiment with speech patterns and stimulate listening skills. Motor activities help children to understand.

Centers:

Children choose and free play in centers. Examples include home living, sensory bin, easel, manipulatives, blocks, library, etc.

Art:

Children are exposed to many different materials. Finger-painting, gluing or painting with brushes or sponges and play dough are some of the ways a child learns how the hands and mind work together to create.

Manipulatives:

Puzzles, bristle blocks and shape boxes are a few of the items that help a child develop fine motor and hand eye coordination.

Dramatic Play:

Children can “pretend”. Dramatic play helps to develop social skills and language skills while children experiment with solving problems.

Blocks:

Playing with large Lego blocks, cardboard blocks or small foam blocks help children make decisions about shape and size and feel a sense of accomplishment when the structure is complete.

Library Center:

Children can sit quietly and “read” a book or look at the pictures. This encourages language development.

Sensory Table:

Pouring rice, water, beans, flour, etc. from one container to another teaches concepts of shape, size and volume.

Science:

Children may examine rocks, shells and/or flowers under a magnifying glass, look through a kaleidoscope, feel different textures, or learn about a class pet.

Diaper Change:

A great time to have one-on-one interaction with a child.

Circle Time:

A way of introducing children to the concept of sitting down as a group to read a special book, introduce a finger play or song, participate in a flannel board story, or have a visit from a puppet.

Prepare to Go Home:

Reflect on the day's events and perhaps end with a special song – "Jesus Loves Me".

SIGNS OF SUCCESS

When a toddler displays a number of these behaviors, the caregiver has succeeded in gaining trust and forming a strong bond and secure attachment.

- Reaches out to you to be picked up.
- Relaxes and molds comfortably to your body when you hold him/her.
- Leans into your body when you read to him/her.
- Accepts your gentle touches.
- Looks up occasionally to check for your presence.
- Runs to you, and then returns to play.
- Climbs on you, clings to you to regain emotional balance.
- Takes your hand in new or unfamiliar circumstances.
- Becomes "stressed" when you are not in the room.
- Is cooperative and compliant with your requests and directions.
- Looks into your eyes when you talk to him/her.
- Calms down at your reassuring touch or words.
- Talks to you truthfully about the bad as well as the good.

TODDLER UNIT THEMES AND BIBLE TEACHINGS

SEPTEMBER	Shapes, Colors and Sizes God created the earth. Genesis 1:1
OCTOBER	Animals and Their Homes God made the animals. Genesis 1:25 Noah builds an ark. Genesis 6:19
NOVEMBER	I Am Thankful for Many Things Give thanks to the Lord. 1 Chronicles 16:34
DECEMBER	Happy Birthday, Jesus! Jesus is born. Luke 2:7
JANUARY	Using My Senses and Rhyme Time I am wonderfully made (God made me). Psalm 139:14
FEBRUARY	Valentine's Day and Love Love one another as I have loved you. John 13:34
MARCH	Spring is Here! God made the trees and flowers. Genesis 1:11
APRIL	Jesus is Alive! He has risen! Mark 16:6
MAY	Mommy and Me / Friends A friend loves at all times. Proverbs 17:17 Honor your father and mother. Exodus 20:12

Monthly “Color, Shape and Number” For All Age Levels

September--	Yellow	Circle	0, 1 and 2
October --	Orange	Square	3
November --	Brown/Black	Rectangle	4
December --	Red/Green	Oval	5
January --	White	Rhombus	6
February --	Pink	Heart	7
March --	Blue	Triangle	8
April --	Purple	Cross	9
May --	Review		

All classes will be exposed to the skills above, be able to recognize them and be able to show or explain how to “make” them.

In addition, 4’s and Transition:

Three dimensional shapes – Sphere, Cube, Cylinder and Cone