

Crawler & Toddler Program Preview

A note from the Administration

Can you believe it? Your child has been on this earth for less than five years and now you are faced with tough decisions that will affect the next 14 years (possibly 18 years) of their lives! We understand this time in the life of a parent can be intimidating and overwhelming. We empathize with your desire to give your child the best education coupled with the greatest learning experiences possible.

For that reason, we have set high standards for our teaching staff. We provide opportunities for them to stay current in their professional development ensuring your child receives age appropriate learning experiences. Our staff reviews the concepts, skills and developmental needs essential for your child's growth throughout their preschool years. The teaching staff creates and implements lesson plans that are fun and appropriate to promote advancement of your child's knowledge of God along with their developmental needs.

We believe our ministry provides a proper marriage of spiritual, mental, social, physical, and emotional activities that provide an enjoyable introduction to "Big School" while allowing them to be preschoolers.

We have compiled a collection of information about the needs, learning abilities and characteristics of Crawlers and Toddlers along with the developmental concepts and skills your child will be learning in the upcoming school year.

If you have any questions after reading this issue, please feel free to request an a meeting with your child's teacher or with the ELC Administration.

Our desire is to help you feel more confident in your decisions regarding your little ones future and we will do anything we can to help you make the best decision for your child.

May God be blessed in all we do.

The Church at Brook Hills Early Learning Center Administration

Our Philosophy

The overall reason for the Early Learning Center is to serve as a ministry of The Church at Brook Hills. We also exist to provide support to you and your family. We do this by providing, for your child, a biblically based, age appropriate education in a safe, loving, Christian environment.

Our philosophy of education for the ELC is based on God's plan for educating children according to the scriptures. That is why we call it "Biblically Based". We are not simply referring to the fact that our curriculum includes Bible stories, verses, songs and activities – which it does.

In Deuteronomy 6:6-9, we read "These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up...."

We believe this tells us a young child learns best through repetition while involved in various activities. A young child learns to eat, walk, and talk through everyday activities. She also learns social skills, values, and truths about God through daily opportunities to observe others and to practice these skills in a variety of ways. Thus we have Learning Centers, Group Time, Playground Time, Lunch time and all the other opportunities for children to learn and practice new skills while involved in activity.

We strongly believe that when provided with a variety of activities and materials from which to choose, each young child learns and develops his own God-given uniqueness. At this age our little ones are not put into a group where all will be taught the same thing, at the same time, and in the same order. Nor can he be expected to act the same way as other children of the same age.

Each child receives, through our program, a foundation that helps him develop mentally, physically, morally/spiritually, socially and emotionally through age-appropriate activities planned and provided by loving, Christian teachers.



'Lord give us the children of the world in such a way that only you receive the glory'

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What Characteristics Does an Infant Have? birth-8 months

Comfort

is the major concern of infants.
When a baby is comfortable and secure, he develops in the following ways:

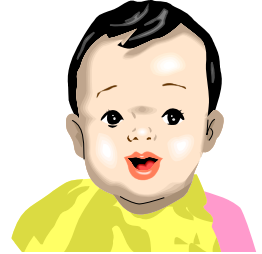
Emotional & Social Characteristics

- Is startled by loud noises; is soothed by a quiet, pleasant voice
- Finds comfort and satisfaction in sucking; also enjoys gumming objects from five months and older
- Expresses anger, excitement, or distress through crying. An infant also may cry to express a need for food, attention, or relief of discomfort and pain
- May smile spontaneously at two months. Smiles in response to a human face at three months
- Coos, chuckles, and laughs out loud at four months
- Makes one-syllable sounds at four months. Begins two-syllable sounds at eight months, such as ba-ba or da-da
- Smiles and wiggles with excitement when talked to, played with, and smiled at.
- Likes attention and cuddling. Attention is not likely to spoil an infant during this stage
- Separation anxiety may occur around seven or eight months. Cries when parents leave



Physical Characteristics

- Developing use of mouth, eyes, head, neck, and shoulder
- Gains control of neck muscles. During initial weeks an infant needs gentle support when he is lifted or held
- Learns to reach for objects; to grasp and hold objects; to drop objects; and finally at eight months, learns to transfer objects from one hand to another
- Focuses eyes vaguely. Place crib mobiles and other visual objects 10-12 inches away from infant's eye-muscle control, he will be able to follow moving objects. At around four months of age, his eyes will have obtained clearer vision
- Tries to turn over at four months; sits with support at six months; and sits alone at seven or eight months
- Doubles birth weight by the sixth month
- Begins teething. Lower front teeth may appear about the sixth month



Mental Characteristics

- Shows interest in human faces, eyes, bright objects and his own image in a mirror
- Notices his own hands during the second or third month. Will begin to reach for objects at three or four months. Move crib mobiles out of reach
- Grasps and plays with his feet and toes during sixth month
- Knows and responds to his name
- Recognizes his primary care givers by fourth or fifth month
- Recognizes familiar voices
- Recognizes familiar objects such as his bottle, by the second month
- Places objects in his mouth to gum and explore
- Understands a number of words by eight months

Spiritual Characteristics

- Responds to soft music, a quiet voice, and loving care
- Is learning trust
- Responds with contentment and delight to happy times

What Characteristics Does an Young Toddlers Have? 9-16 months

The crawling stage, for about eight months until approximately fourteen months, is a time when an infant needs consistency in her schedule and in her caregivers. The duration of the crawling stage varies. Some children walk before eleven months, and others wait until eighteen months. They develop in the following ways:

Physical Characteristics

- Developing use of fingers, hands, feet, and legs
- Triples birth weight by first birthday
-  □ Crawls or scoots along the floor and should be allowed to freely explore safe, open floor space. Confinement in beds or other small spaces limits the older infant's development and should be used only for brief periods of time when necessary for protection.
- Develops fine muscle control to coordinate the thumb and forefinger for picking up small objects (pincher grasp)
- Uses both hands together to play pat-a-cake or manipulative toys
- Continues teething, displays as many as six front teeth by her first birthday
- Pulls self to a standing position; learns to stand alone
- Begins to side step while holding onto objects, a preliminary stage of walking
- Climbs into, out of, and over objects

Mental Characteristics

- Exhibits great curiosity in touching, handling, shaking, banging, holding, dropping, picking up, and mouthing objects
- Shows interest in hinged items, such as books, door, and lids. Likes to open and close objects repeatedly
- Says first words when about a year old

Spiritual Characteristics

- Enjoys hearing music and simple songs about Jesus
- Finds security in a warm, loving relationship with the same teachers
- Is beginning to experience affection and love for other people beside family members
- May recognize the Bible as a special book
- May recognize the names of God and Jesus

Emotional and Social Characteristics

- Displays anger, enjoyment, fear and affection
- May suck thumb to relieve tension
May need security blanket or other item
- Enjoys social games, such as pat-a-cake or peek-a-boo. Can wave bye-bye
- May cry when a stranger approaches or takes her
- Enjoys being with other children
- Imitates actions of teachers, such as clapping hands
- Enjoys getting the attention of adults
- Repeats attention-getting behaviors
- May cry if other children are heard crying. Becomes easily upset by confusion in the environment
- Begins to show resistance of temper, especially when a toy is taken away



What Characteristics Does an Older Toddler Have? 17-24 months

Toddler hood

is that stage during which a child is learning competence in many skills, particularly in walking, climbing and running. As he learns competence and independence, a toddler develops in the following ways:

Physical Characteristics

- Develops use of large muscles in arms and legs. Needs toys for push-pull, tug-tug, and fill-dump actions.
- Walks and climbs clumsily; runs stiffly; jumps with both feet. Falls often.
- Eats finger foods well; drinks from a cup. Is usually a picky eater.
- Shows preference for right- or left-handedness but will continue to use both hands equally for many tasks
- May develop muscle control for potty training, with bowel control preceding bladder control. The best age for potty training varies with each individual and should not be forced. Most children do not learn control until after their second birthday.
- May have as many as a dozen teeth.

Mental Characteristics

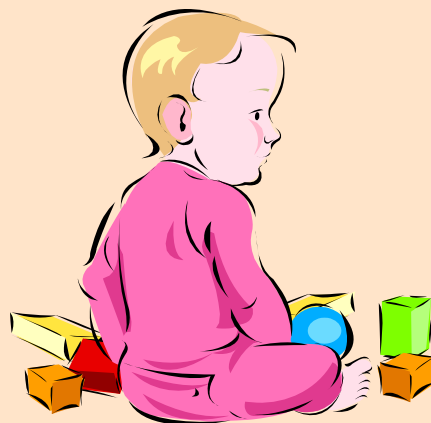
- Shows great curiosity and uses five senses to explore his environment
- May stare at people or objects for long periods of time Staring is the child's way of gaining information and "figuring things out"
- May say about 10 words when eighteen to twenty-one months old. Toddlers understand many words but say only a few
- Points to body parts when prompted
- Enjoys working simple puzzles (two or three pieces), fitting things together, and taking things apart
- Displays short attention span, but show great persistence with some tasks, such as picking up small pieces of cereal or using a spoon

Emotional & Spiritual Characteristics

- Exhibits strong desire for independence and doing a task by himself
- Is developing a sense of personal identity and learning what is mine. Because an awareness of mine precedes an understanding of yours, a toddler is not able to share
- Shows affection, elation, frustration, fear, anxiety, and jealousy
- May respond to frustration and anger with temper tantrums
- May continue attachment to a toy or blanket for security
- May continue to experience separation anxiety when a parent leaves
- Likes to be around other people. Likes an audience. Imitates domestic duties.
- Engages in solitary and parallel play. A toddler plays alongside other children, rather than in cooperation with them.

Spiritual Characteristics

- Learns by imitating positive actions of his teachers when they display gentleness, kindness, and affection toward others.
- Shows interest in simple Bible truths in songs, stories, pictures, and books.
- Can recognize the Bible as a special book.
- Can respond with pleasure to the names of God and Jesus



Building Self-Esteem

- Help them to understand they are created by God. They are unique and special to Him (Gen. 1:27; Ps. 139:13-17)
- Unconditionally love and accept each child (Matt. 19:14)
- Show them respect (1 Peter 2:17)
- Being a good listener and a sensitive observer.
- Consistently provide limits that are reasonable and understandable to two-year-olds
- Give the children opportunities to succeed. Arrange tasks and activities that are challenging, but not frustrating. Children feel good about themselves when they are successful at least most of the time.
- Establish a physical environment that allows children to feel responsible. Position cubby hooks low enough for preschoolers to reach.
- Guide older toddlers as they assume responsibility for simple tasks such as returning blocks to the shelf, putting away their coats when they come inside, discarding paper napkins after mealtime.
- Provide opportunities for choosing within limits
- Develop problem-solving skills. When possible, let children work out their own problems. Verbally guide an older toddler to complete a puzzle rather than completing the puzzle for him or her. Encourage toddlers to tell others what they want, instead of crying or hitting
- Try to understand and meet the individual needs of each child. Work cooperatively with parents and others to respond appropriately to special-needs children.
- Celebrate the uniqueness of each individual; focus on effort put forth by a toddler rather than specific accomplishments
- Avoid making comparisons between one child and another. Emphasize each individual's progress over time
- Look for opportunities to validate, confirm, and affirm a baby's or toddler's behavior or attitude
- Provide appropriate physical touch for two-year-olds in routine responsibilities associated with the cleaning and dressing of young children. Gently hold, soothe, or reassure babies who are upset and need redirection or comfort
- Expect and encourage appropriate behavior and attitudes. Your positive expectations set the stage for cooperation.
- Celebrate each child's accomplishments.
- Help the children know they can depend on their teachers.
- Encourage and support differences among children. Individual differences are what make people unique. Appreciate a child who does a task differently than you expected.
- Plan learning experiences that meet a child's developmental needs and are planned with her interests in mind
- Use conversation that encourages rather than judges a child.

The time we spend building self-esteem in preschoolers today is a lifetime investment. The words we say and the way we treat young children form their memories tomorrow.

Dealing with Separation Anxiety

Separations are often hard for parents and children. They are especially hard if this is the child's first experience with leaving her family for a period of time. The following are suggestions for helping children and parents deal with their feelings.

- **Parents bring your child to the door ready to meet the teacher.** Parents should talk with their infant or toddler about seeing "Teacher" while mentioning some activities the baby enjoys, such as reading books, building with blocks, or playing with toys. Another suggestion is to carry the child to the classroom with their back to the parents chest, so the baby focuses on the teacher. If the child is a toddler, ask the parents to encourage the child to walk into the room.
- **Parents are encouraged to develop a positive goodbye routine and stick to it.** Parents must say goodbye, "sneaking away" while the child is distracted will only undermine future times of separation. Say goodbye in a positive voice and leave, stating, "I will be back to get you soon." Parents are welcome to wait outside the child's view until he has settled, however, if you choose to go back into the classroom you must take your child with you. A parent coming back and forth into the classroom undermines the role of the teacher as comforter. Once a goodbye routine is established, it needs to be repeated every day.
- **Teachers acknowledge the infant or toddlers feelings of fear and sadness in a positive manner.** Saying, "I know you miss Mommy, but we are going to have so much fun today." Assuring the baby that her parent will return for her.

Patience, Patience, Patience!

Keep in mind that all people do not adjust to new situations at the same rate. While one child might happily enter preschool without problems on the first day, another child may need several weeks or months to adjust.



Guiding Behavior

Here are some ways we manage the classroom:

- Strive to understand and unconditionally accept each child and his/her family. Keep in touch with parents so we are aware of what is happening at home that influences a child's behavior. Help family members understand the strategies you are using in the classroom to manage behavior.
- Anticipate and plan activities to meet each child's needs.
- Provide a balance of age-appropriate activities (teacher-directed/child-initiated, active/quiet, creative/structured, indoor/outdoor, comfortable/challenging)
- Set up the classrooms in Learning Areas. This does not mean the blocks stay in the Block Area throughout the day, but this gives children a goal and a boundary.
- Offer choices of activities. If all choices are worthwhile, each child will learn regardless of what she chooses to do.
- Teachers are focused on the children at all times. This means they move around the room, talking and playing with the children. When teachers are aware of all that is going on in the classroom, they can quickly intervene when aggressive behavior begins.
- Never expect a toddler to share.
- Should aggressive behavior begin to occur, the teachers intervene. Redirecting the child to a new activity. Teachers need to be ready to intervene quickly, because toddlers move fast!
- Give a few minutes advance notice before changing activities.
- Keep waiting time to a minimum
- Gain a child's attention by going to him or her and establishing eye contact
- Speak kindly, quietly and firmly
- Use language easily understood by toddlers
- State suggestions or directions in a positive, specific form. Help children to know what he should be doing or could be doing.
- Guide toddlers to understand how to use materials in each Learning Area
- Identify limits which are appropriate and necessary.
- Give toddlers a choice only when it is appropriate
- Clearly communicate limits to toddlers
- Consistently maintain limits; clarify when changes are necessary.
- Anticipate problems before they occur
- Try to understand and deal with the cause of a child's behavior. Keep in touch with parents so you are aware of what is happening at home that affects a two-year-old's actions. Perhaps grandmother is ill or daddy is being transferred to a new job.
- Acknowledge (not necessarily agree or disagree with) a child's perception or reaction.
- Help children to recognize and accept logical or "natural consequences" of their behavior.
- Avoid creating dependency on external rewards or punishments. When rewards and punishments are used, adults place themselves in control of a child's behavior. Rewards teach children to expect payment for cooperating. Punishments teach fear and resentment. When twos are taught to depend on adults to reward or punish their behavior, they are not being helped to control their own behavior. They are not learning to become self-disciplined.
- Ignore inappropriate behavior when possible.
- Plan time for individual attention. Sharing adult attention is not easy for toddlers who live much of their waking hours with other children. A few quiet moments with each child may be preventative in nature and reduce out-of-control behavior. "Alone time" may also be used to help a child regain control of himself.
- Recognize that children learn through imitation. Model the behavior you expect from the children. The way you relate to parents, teachers, and all two-year-olds can provide positive or negative influence. Speak in a quiet, calm voice. Treat others with respect.





Date: March 2007

Classroom: Toddlers

Teachers: Nambia and Jessie

Theme: God Gives Us Day & Night

Purpose: To Introduce toddlers to day & night

Biblical Perspective

| Bible Stories | Bible Thoughts/Verses |
|------------------------------|--|
| God Made Day & Night (Gen 1) | God made the sun, moon & stars. Genesis 1:16 |
| | |
| | |

Concepts

| Concepts | Activities to relay this concept |
|-------------------------------------|--|
| God made the sun, moon, stars & sun | Singing, "Twinkle, Twinkle Little Star" |
| Sun makes day | Talking about sunshine, taking walks outside |
| | |

Skills

| Skills | Focus |
|-------------|---|
| Fine Motor | Squishy Bags Activity & Coloring with chalk |
| Gross Motor | Jumping, Dancing, Playing on the Playground |
| Social | Playing together, sharing |
| Thinking | Matching star game |

Other

Music Time (Monday & Tuesdays)

Spanish Time (Wednesday & Thursday)



Monday: March 2007

Bible Story: God Made Day & Night (Genesis 1)

Bible Truth: God Made the Sun, Moon & Stars -Genesis 1:16

Concepts: The Sun shines in the sky all day. The sun, moon and stars are in the sky.
The Moon & Stars shine at night.

Learning Experiences In Centers

| Center | Activity / Focus | Items Needed |
|----------------------------|---------------------------|---|
| Art | Squishy Bags | Gelatin Water, Food Coloring, Freezer Bags, Duct Tape |
| Blocks & Transportation | | |
| Books/Language | God made the moon & stars | Teaching Picture: "God made moon & stars" |
| Home Living/Creative Drama | Babies to Bed | Baby Dolls, Baby Blankets |
| Science & Math | | |
| Puzzles & Manipulatives | Matching Stars | Samples of Stars, Magnet Strips, Cookie Sheet |

Learning Experiences During Group Time

*Get Jello & make stars out of the jello with cookies cutters for snack.

*Use Bye-Bye Buggies & walk outside looking at the sky for things God has made
Thank God for the clouds, sun & other things the children see on our walk.

*Sing "Twinkle, Twinkle Little Star" & explain that the stars are out when the moon is out

*Sidewalk Chalk Activity: while playing with the sidewalk chalk, have the children look at
their shadows.

Sing " Rise & Shine"





typical daily schedule for **Toddlers**

This is a very flexible schedule that changes according to the needs of the children.

(Days & Times may vary with the new school year schedule)

| | |
|--------------------|--|
| 9:00-9:20 | Greet parents and children Free play: music, singing, toys and movement |
| 9:20-9:40 | Music (Monday & Tuesday) Spanish (Wednesday & Thursday) Learning Activities: books, art, puzzles, blocks (Friday) |
| 9:40-10:10 | Snack |
| 10:10-10:30 | Clean Up Diaper Change |
| 10:30-11:00 | Outside Play (weather permitting) |
| 11:00-11:15 | Wash face and hands |
| 11:15-12:00 | Lunchtime |
| 12:00-12:30 | Wash face and hands Diaper Change |
| 12:30-2:00 | Rest Time |
| 2:00-2:30 | Prepare for home and diaper change |

*Teachers will care for diapering needs outside of this schedule as well.



Lunch Ideas

Gerber Graduates

Applesauce

Pudding

Yogurt

Fruit Cups

Dry Cereal (i.e. Cheerios)

Crackers

Goldfish

Pretzels/Raisins

Macaroni & Cheese

Cheese cut into bite size pieces

Turkey, Ham, or Chicken cut into bite size pieces

Fresh Fruit and/or Veggies cut into bite size pieces

Hot Dogs cut into bite size pieces

Cheese Crackers



helpful hints



Your child's school backpack should consist of the following items:

- 1 **One Change of Clothes**
 - *clothes should be easy to get on and off for diapering purposes
 - *Shoes and Socks should be worn everyday.
(We go outside everyday, weather permitting)
- 2 **Plastic Bag for Dirty Clothes**
- 3 **Extra Pacifier (if applicable)**
- 4 **Four Diapers**
- 5 **Diaper Cream/ Ointment with permission slip (if needed)**
- 6 **Mat for Rest Time**
- 7 **Favorite book, blanket or toy (if applicable)**
- 8 **Wash Cloth**
- 9 **Bib(s)**
- 10 **Feeding Utensils**
- 11 **Insulated bag or lunch box with ice pack**
- 12 **Sippy Cup with your child's favorite drink**

Please note that all items need to be labeled with your child's name.

