

# Two Year Old 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 require 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 Two-Year-Old children 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 a time of 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 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, 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 ministry, 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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## Learning About Two-Year-Olds

### What Characteristics Does a Two-Year-Old Have?

#### Social & Emotional Development

- Is self-centered and has difficulty understanding another point of view
- May be negative in various situations
- Is more likely to understand taking turns than sharing
- May be friendly and eager to greet new situations or shy and hesitant to interact beyond familiar settings
- Enjoys dramatic play
- Shows affection
- Struggles for independence
- Has intense feelings of anger and joy

#### Physical Development

- Is developing large-muscle control as she runs, climbs, stands on tiptoes
- Is developing small-muscle control as he scribbles, paints, handles puzzle pieces, stacks blocks, assists in cleaning, feeding, and dressing self
- Is learning toileting control
- Is cutting all baby teeth
- May be less interested in food than as an infant

#### Intellectual Development

- Exhibits relatively short attention span
- Speaks in three- or four-word sentences
- Matches or groups similar objects such as blocks
- Name familiar pictures in picture books
- Counts two or three objects
- Listens to short rhymes or stories
- Is literal minded
- Has vivid imagination

#### Spiritual Development

- May have a beginning understanding that the Bible is a special book about God and Jesus
- Forms her understanding of self, family, and others from personal relationships
- Forms his understanding of the natural world through firsthand, sensory experiences which may be associated with God
- Develops his concepts about church from experiences and interactions with people at church

### What Basic Needs Does a Two-Year-Old have?

- unconditional love as a valuable, worthwhile child of God
- acceptance as a unique, lovable person, even when behavior is unacceptable
- security which comes from a consistent schedule and a sense of family belonging
- protection from the hazards of his environment and from his ignorance of the hazard
- independence and freedom to do for himself
- guidance in developing the ability to behave appropriately
- control and limits so he can learn inner control
- faith which comes from living with adults who love God and respect biblical truths

### How Does a Two-Year-Old Learn?

- Through concrete, real, first-hand sensory experiences
- Through social interactions; relationships
- Through listening to stories and looking at books
- Through participation and involvement; by doing
- Through play
- Through repetition of satisfying experiences
- Through imitation
- Through choosing within limits



## 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 twos 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 twos as they assume responsibility for returning blocks to the shelf, putting away their coats when they come inside, discarding paper napkins after mealtime, etc
- Provide opportunities for choosing within limits
- Develop problem-solving skills. When possible, let children work out their own problems. Verbally guide a two-year-old to complete a puzzle rather than completing the puzzle for him or her. Encourage twos 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 two-year-old 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 two-year-old'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 twos 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 you.
- 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 are encouraged to develop a goodbye routine. For some twos, a hug at the door is enough. Other children need longer to separate. Maybe the parent needs to read one book, then give a hug, and say goodbye. Once a goodbye routine has been established, it needs to be repeated every day.
- Parents are encouraged to send family photographs to school.—Make a family scrapbook for the book and listening center.
- Listen to the child.
- Provide opportunities for releasing tension (paint, clay, play dough, outdoor play)
- Offer dramatic play opportunities for children to use as they learn to cope with separation anxiety. For example, children can role play taking dolls to preschool in the homeliving center.
- Children are welcome to bring a security blanket or special toy to school. These are especially helpful at rest time



Patience, Patience, Patience.

Keep in mind that all people do not adjust to new situations at the same rate. While one two-year-old might wave happily to his family and enter preschool without no problems leaving their children at preschool, others will need constant reassurance that their child is being well cared for.

## Stages of Development

### Social and Emotional

Two Year Olds:

- **Model the behavior of significant adults in their lives**—When an adult speaks softly, so do the children. When children see an adult reading and writing, they model this behavior. When adults demonstrate Christianity within the classroom, so do the children.
- **Are trying to decide what kind of people they want to be**—Children like to use their imaginations as they pretend to be teachers, doctors, firefighters, police officers, librarians, secretaries, mothers and fathers
- **Are learning to work with others**
- **Are learning acceptable models of behavior**—We encourage positive behavior by providing experiences that help the children learn how to behave within a group setting. Listening when others speak, putting away materials, caring for the environment, and helping friends are skills that must be learned.
- **Depend on consistency**—For emotional security young children depend on seeing the same teachers, having the same routine, and working within the same familiar environment every day.
- **Need loving touches to stay emotionally healthy.**—Look for activities that provide a natural opportunity for children to learn to receive and give gentle, caring touches.
- **Need to feel valued.**—We provide activities that are designed to guarantee success, promote a healthy self-esteem and allow children to feel pride in their accomplishments

### Mental

Two-Year-Olds:

- **Think like children, not like adults**—Statements are taken literally
- **Can say more than they can understand**—Memorizing is easy for young children. They mimic adult language with ease but may not understand the meaning of the words. Young children think and understand in terms of what they can see, hear, taste, touch, and smell.
- **Focus on only one aspect of a situation at a time**
- **Cannot combine parts to make a whole**
- **Are limited to the here and now in their concepts of time and space**



### Physical

Two-Year-Olds:

- **Develop large muscles**—We provide opportunities for the children to run, gallop, hop, balance, skip, march, play instruments, and move to music
- **Develop small muscles**—We provide numerous experiences that encourage the children to cut, draw, write with pencils and crayons, paste, paint, work puzzles, snap together manipulatives, button, zip, and tie
- **Care for their bodies**—We plan events that help children develop good health habits: washing hands, using a tissue, brushing teeth, eating a balanced diet, and exercising



### Moral and Spiritual

Two-Year-Olds:

- **Are self-centered**—They can see a situation from only one person's point of view—their own. For example, when a child is in a large group and cannot see a book the teacher is holding, she might stand up. She does not realize that the children behind her cannot see. When a child bumps into another child, he may not realize he has hurt someone unless he also is hurt.
- **Have difficulty sharing**—We provide many opportunities for them to take turns. This is the first step in learning to share.
- **Are highly imaginative**—Young children have difficulty distinguishing between real and make-believe. What they can imagine becomes truth to them. Often adults think young children are lying when, in reality, they are describing what they think and imagine.
- **Are building a foundation for Christian faith**—We relate Bible stories and Bible thoughts and verses to their daily activities; and develop spiritual understandings that are appropriate for their developmental level of mental, emotional, and social growth



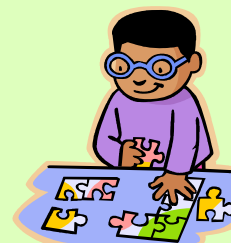
## Guiding Behavior

Here are some ways we manage the classroom:

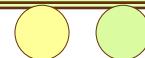
- Childproof the classroom
- Strive to understand and unconditionally accept each child and his/her family. Keep in touch with parents so we are aware of what is happening at home that influences a child's behavior. Help family members understand the strategies you are using in the classroom to manage 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)





- Plan short small group activities; keep group size as small as possible to maximize individual interaction
  - Offer choices of activities. If all choices are worthwhile, each child will learn regardless of what she chooses to do.
  - Keep waiting time to a minimum; prepare for transitions.
  - Give a few minutes advance notice before changing activities.
- 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 two-year-olds
  - State suggestions or directions in a positive, specific form. Help children to know what he should be doing or could be doing.
  - Guide twos a choice only when you are prepared to accept a child's decision.
  - Identify limits which are appropriate and necessary.
  - Clearly communicate limits to two-year-old children.
  - 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 twos 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.



## Spiritual Development

<p style="text-align: center;"><b>Develops Concepts About God</b></p> <p>Twos may begin to understand that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> God loves them</li> <li><input type="checkbox"/> God made people</li> <li><input type="checkbox"/> God made things in natural world</li> <li><input type="checkbox"/> People can thank God</li> </ul> 	<p style="text-align: center;"><b>Forms Concepts About Self</b></p> <p>Twos may begin to understand that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> God made them and loves them</li> <li><input type="checkbox"/> They are important people</li> <li><input type="checkbox"/> They can do many things</li> </ul>
<p style="text-align: center;"><b>Develops Concepts About Jesus</b></p> <p>Twos may begin to understand that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Jesus loves them</li> <li><input type="checkbox"/> Jesus grew</li> <li><input type="checkbox"/> Jesus went to church</li> <li><input type="checkbox"/> Jesus had friends</li> </ul>	<p style="text-align: center;"><b>Develops Concepts About Others</b></p> <p>Twos may begin to understand that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Other people love and care about them</li> <li><input type="checkbox"/> Other people can help them</li> <li><input type="checkbox"/> They can love and help others</li> </ul>
<p style="text-align: center;"><b>Develops Concepts About the Bible</b></p> <p>Twos may begin to understand that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Bible is a special book about God and Jesus</li> <li><input type="checkbox"/> The Bible is a special and important book</li> </ul>	<p style="text-align: center;"><b>Develops Concepts About Families</b></p> <p>Twos can begin to understand that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family members love and help each other</li> <li><input type="checkbox"/> God planned for families</li> <li><input type="checkbox"/> Other people are in their families</li> </ul>
<p style="text-align: center;"><b>Develops Concepts About Church</b></p> <p>Twos can begin to understand that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> People at church love them</li> <li><input type="checkbox"/> They develop friendships with adults and other children at church</li> <li><input type="checkbox"/> People at church help others</li> <li><input type="checkbox"/> They can help at church</li> <li><input type="checkbox"/> People at church talk about God and Jesus</li> </ul>	<p style="text-align: center;"><b>Develops Concepts About The Natural World</b></p> <p>Twos can begin to understand that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> God made things in the natural world</li> <li><input type="checkbox"/> People can help care for the natural world</li> </ul> 

## Physical Development

<p>Twos can begin to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explore ways to move from one place to another</li> <li><input type="checkbox"/> more in various speeds, directions, and rhythms</li> <li><input type="checkbox"/> combine movement with equipment</li> <li><input type="checkbox"/> explore ways to move arms and hands</li> <li><input type="checkbox"/> explore ways to move arms and hands in combination with equipment maintain balance while moving</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> use the body as a base of support</li> <li><input type="checkbox"/> name body parts</li> <li><input type="checkbox"/> develop habits which relate to proper care of the body</li> <li><input type="checkbox"/> become aware that the body is growing and changing</li> <li><input type="checkbox"/> practice indoor and outdoor safety procedures</li> <li><input type="checkbox"/> practice safety procedures in case of fire, earthquake, and severe storms</li> </ul>
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## Intellectual Development

Twos can begin to:

- identify familiar sounds
- identify differences in volume and tempo
- follow one-step directions to perform age-appropriate tasks
- listen to stories, poetry and songs
- answer questions about a selection after hearing it read
- express ideas and feelings about personal experiences
- participate in small, informal group discussions
- participate in dramatic play and musical activities



- handle paintbrushes, crayons, and pencils
- participate in activities to develop small muscle control (manipulative toys, sand, blocks, puzzles, art activities)

- develop an awareness that writing conveys a message
- display an interest in listening to books, stories, and poems
- pretend to read favorite stories and books
- sequence objects by size
- sort objects according to size, shape and color or function using only one attribute at a time
- observe that clocks, calendars, and kitchen timers may be used to measure the passage of time
- observe that a ruler or yardstick may be used for measuring items and scales may be used for measuring weight
- observe that money may be used to pay for goods and services
- recognize an existing problem and ask questions
- identify things that are the same and things that are different
- dictate experiences to an adult; watch as spoken words are written; listen as the written message is read

## Social & Emotional Development

Twos can begin to:

- feel free to express emotions
- assist in taking care of personal needs
- attempt to solve problems
- adjust to minor changes in schedule
- work with others
- learn to take turns
- learn to resolve minor conflicts with adult help
- ask others for help when it is needed
- choose an activity and stay with it to completion
- work independently in small groups
- show respect for others and their property
- develop an awareness of the surrounding community
- enjoy listening to singing
- sing spontaneously while playing
- request favorite songs
- sing "with" others (may sing different words)
- follow through on plans for playing

- distinguish between music which is loud and soft or fast and slow
- move rhythmically in their own ways
- manipulate and experiment with playing musical instruments
- enjoy listening to musical instruments being played
- use their senses for active exploration
- choose materials and activities
- manipulate, transform, and combine a variety of different materials
- enjoy the beauty of the natural world
- notice and describe their environment
- model adult roles
- role play events from daily experiences
- play out feelings and emotions
- use materials to create responsibilities of their world
- role play with models of people and animals





Date: October 2006

Classroom: Older Twos

Teachers: Charlotte, Shannon, Tiffany

Theme: I can see, hear, taste, touch and smell.

Purpose: To teach the children that God made them and God planned for them to taste, touch, smell, see and hear

### Biblical Perspective

Bible Stories	Bible Thoughts/Verses
The Children Sang For Jesus	God gave us ears to hear (Proverbs 20:12)
Dinner with Jesus	God gives us food to eat. (Psalm 136:25)
Daniel eats good food	God made the fruit. (Genesis 1:11)

### Concepts

Concepts	Activities to relay this concept
We thank God for our eyes & ears	Songbook "God Gave Me Eyes"
I can taste food with my tongue	Tasting a variety of foods with different textures, smells & tastes

### Skills

Skills	Focus
Fine Motor	Scooping out the insides of a pumpkin
Gross Motor	Jumping, Playground
Social	Learning to work together
Thinking	Thinking of favorite foods



# Monday: October 2007

Bible Story: Daniel Eats Good Food

Bible Truth: God gives us food to eat. (Psalm 36:25)

Concepts: Our Bodies need good food to grow to be healthy. I can taste food with my tongue

## Learning Experiences In Centers

Center	Activity / Focus	Items Needed
Art	Painting Pumpkins	Paint supplies & small pumpkins
Blocks & Transportation	Empty Food Containers	Empty Food Containers to stack
Books/Language	Favorite Food Poster	Poster Board, glue stick, pictures of food
Home Living/Creative Drama	Packing a Picnic	Brown paper bags, sliced fruit for snack
Science & Math	Inside of a pumpkin	Large Pumpkin, knife, spoons, bowl
Puzzles & Manipulatives	Puzzles with food	Puzzles with food

## Learning Experiences During Group Time

Fun Books: If you give a mouse a cookie, Vegetables in the Garden

Inside a Pumpkin: Teacher cuts the top off a large pumpkin and allows the children to scoop out the insides. During this activity the teacher points out the smells, textures, sounds of carving the pumpkin.

Favorite Foods Poster: Ask the children what are their favorite foods to eat. Instruct the children to "draw" a picture of their food then glue to the class poster. Children may also "cut out" pictures of yummy foods from a magazine. (The teacher will have some pictures already cut out on hand.)

Packing a Picnic: Assist the children placing sliced fruit in a brown paper bag for snack  
Take the children outside and let them have a "picnic" for snack





# typical daily schedule for Two Year Olds

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)

9:00-9:30	Greet Parents & children Free Play: music, singing, toys and movement
9:30-9:45	Potty Break*
9:45-10:05	Spanish (Tuesdays & Fridays)    Music (Wednesdays & Thursdays) [days & times may change with the new school year calendar]
10:05-10:20	Snack & Story
10:20-11:00	Crafts & Free Play
11:00-11:30	Outside Play (weather permitting)
11:30-12:00	Wash Face and Hands Potty Break*
12:00-12:30	Lunch Time Clean Up
12:30-2:00	Rest Time
2:00-2:30	Potty Break* Prepare to go home!

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



# Lunch Ideas

Applesauce

Pudding

Yogurt

Fruit Cups

Dry Cereal (ie 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



Lunchables are not recommended but are allowed

