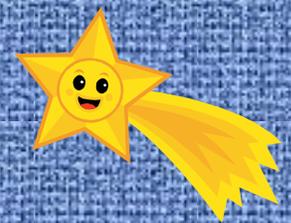


Twinkle Stars

Twinkle Stars Daily Schedule



7:00am – 7:45am	Arrival and quiet activities(Moondrops Room)
8:00am – 8:30am	Breakfast
8:30am - 9:00am	Blocks/puzzles/manipulative
9:00am – 9:30am	Story time/Center Play
9:30am – 10:30am	Outdoor time
10:30am – 11:00am	Diaper change/get ready for lunch
11:00am – 11:30am	Lunch Time
11:30am - 11:45am	Story time
11:45am – 12:00am	Clean up/Diaper change
12:00pm – 2:00pm	Nap Time
2:00pm – 2:30pm	Diaper changes & Nap clean up
2:30pm - 3:00pm	Snack
3:00pm - 3:45pm	Outdoor Time
3:45pm – 4:00pm	Diaper Change
4:00pm – 4:15pm	Circle time(Spanish/Sign language)
4:15pm – 4:45pm	Arts and crafts
4:45pm – 5:00pm	Clean Up/Go to Yellow House

Twinkle Stars Daily Sheet

NAME: _____

Date: _____

I nap from: _____ to _____

Last Diaper change: _____

Diaper Changes

8:00am	Wet	BM	Dry	Potty
8:30am	Wet	BM	Dry	Potty
9:00am	Wet	BM	Dry	Potty
9:30am	Wet	BM	Dry	Potty
10:00am	Wet	BM	Dry	Potty
10:30am	Wet	BM	Dry	Potty
11:00am	Wet	BM	Dry	Potty
11:30am	Wet	BM	Dry	Potty
12:00pm	Wet	BM	Dry	Potty
12:30pm	Wet	BM	Dry	Potty
1:00pm	Wet	BM	Dry	Potty
1:30pm	Wet	BM	Dry	Potty
2:00pm	Wet	BM	Dry	Potty
2:30pm	Wet	BM	Dry	Potty
3:00pm	Wet	BM	Dry	Potty
3:30pm	Wet	BM	Dry	Potty
4:00pm	Wet	BM	Dry	Potty
4:30pm	Wet	BM	Dry	Potty
5:00pm	Wet	BM	Dry	Potty

How did I eat:

Breakfast:	Some	Most	All	None
Lunch:	Some	Most	All	None
Snack:	Some	Most	All	None

Activities:

Sign Language/Spanish Words _____

Books: _____

Songs: _____

Outdoor Play ___ Am ___ Pm

My Mood today: Happy Sad Tired Not her/himself

I need: Diapers Wipes Ointment Extra Clothes

Daily Parent Reminder: _____

Special Activities: _____

Snacks Offered: _____

What Parents Need To Know

The philosophy for Infant and toddler care at SMS is based on Magda's Gerber's RIE philosophy is respect for, and trust in the baby to be an initiator, an explorer, and a self learner.

Communication:

The staff communicates on a daily basis with our parents at drop off and pick up time as it very important for us and to our parents to exchange information related to their child in order for us to provide the best care possible.

Sign In/ Sign Out Sheet: Please make sure to sign your child in and out on the clipboard for their class daily. It is a state requirement and is also helpful for teachers to keep an accurate count of the number of children in their care at any given time.

Daily Sheets: We fill out a daily sheet regarding your child's day including their lunch and snack, nap, diaper changes, learning and any special activities. It also includes any important information that needs to be communicated to you about your child's day here at Sun, Moon and Stars.

Incident Reports: Written reports are given in the case that a child is hurt or if he/she harms another child. All staff is required to call parents in any case they feel the parent may need to decide if the child needs to be seen by a physician.

Lesson Plans: A monthly newsletter will be posted in the classroom, emailed as well as posted on the website.

The newsletter contains information about curriculum and instruction. It also includes policy changes or reminders, a list of upcoming events and other helpful information.

Weekly Updates: We send out weekly email updates from your child's teacher that reviews what the topic or theme is for that week or month and the activities and learning opportunities that were offered during that week. This includes art activities, sensory exploration, Spanish and Sign Language words, colors, shapes, numbers and any special activities and reminders important to all of our parents.

Email: An email is sent in case there is report of confirmed case of contagious sickness. Parents are also requested to keep the child away from the center for at least 24 hours free of any sickness before returning to the center. We cannot offer a healthy classroom without our parent's support. All parents are requested to email or call the center to make us aware if his child is sick. This helps the teachers sanitize the room and look out for symptoms in other children and take action before it spreads to other children.

Nap time: Our nap time is from 12:00pm to 2:00pm. If your child is not napping here, we expect your child to have a quiet time to rest on their mat for at least 45 minutes. At this time, the teacher will be busy assisting other children with nap. The non napping children will be offered quiet activities on the mat or in a space away from napping children within the room.

Self help skills: After nap, children will be encouraged to fold their blankets and store their bedding in their cubbies.

Please make sure all bedding goes home to be washed every Friday!

We encourage children to take responsibility for their community. Helper job positions include: lunch helpers, nap mat helpers, plant watering helpers, door holders and more.

Some of the special activities we offer are:

- *Cooking activities
- *Sensory play
- *Gardening
- *Music & Guitar
- *Yoga
- *African drumming, instruments and music

Note: Parents are welcome and encouraged to volunteer for story time, gardening, cooking and any other special activities. We also encourage our parents to come share any special cultural occasion or talent/hobby that they have with the class.

Assessments: Your child will be assessed every six months. You will be informed of your child's growth and developmental milestones. We also offer parent/teacher meetings once every six months regarding their child's development and assessment.

Drop off time: All children should be dropped off before 10:00am or after 2:00pm. Between this time, classes are busy with instruction, lunch and nap. If a child were to arrive after this time, it may be disruptive to the rest of the class.

If it is an emergency or another important exception such as a doctor's appointment, please talk to your child's teacher ahead of time or call the office.

Extra change of clothes: Please make sure you have at least two changes of weather appropriate clothing at all times in your child's cubby or in a backpack for them. Please also label all of your child's clothing.

Water bottle/ sippy cup: Please provide a water bottle for your child. It will be kept where it can be reached without assistance. Label the bottle with your child's name or initials. Water bottles go home at the end of the day to be washed. If the bottle is left at the center, please bring another one and replace it next day.

Lunch/Snack: We do not have a cafeteria on site, so we require parents to pack a lunch and a snack every day. This allows parents to have more control over what their children eat, and it accounts for any special food allergies. Please pack a healthy meal/snacks for your child.

Bug spray/ Sunscreen: Please make sure your child has bug spray and sunscreen. Please label them with your child's name. Please do not leave them in your child's cubby as children can access their cubbies and this can be hazardous. Please leave them with the teacher in care so they may be stored out of children's reach. Bug spray and sunscreen cannot be shared with friends as they can cause an allergic reaction. We recommend organic products such as Burt's Bees bug spray.

Medication policy: If necessary, Sun, Moon, and Stars will administer medicine to your child. All medicine must be turned in to an administrative staff in the office. Please inform your child's teacher and make a note on your child's daily sheet the time the medicine needs to be administered. Only members of the administration are authorized to give medicine to a child. Please make sure you fill out an authorization form and leave the medicine in a labeled Ziploc bag in the office.

Vacation or Absence: Please let us know if your child will be absent for some reason. This helps the teachers to plan their day accordingly and we greatly appreciate it!

Tuition: All monthly tuition is due by the 5th of each month. Talk to the director if you would like to opt for bi-monthly payments. Parents are still responsible for all payments if your child is absent. There will be no option to prorate tuition for sickness, vacation, family visiting or any other reason. If your child is out for a week or more without notice, your child's enrollment will be terminated and you will require to re-enroll on spot available basis.

Behavior Issues: As caregivers, we need to be aware of any specific needs that your child may have. Parents must disclose at the time of enrollment if there has been past aggressive behavior or other concerns. If a child exhibits behaviors that are perceived to be dangerous to himself or others, the child's parents will be called to pick him/her up from school. If a child shows patterns of unacceptable behavior, teachers will document the behaviors and inform the child's parents as well as administrative staff. A parent-teacher conference may be called to develop a behavior improvement plan. The goal is to help the child transition to appropriate behaviors so that he may be able to continue in the classroom.

Biting Redirection: The term “mistaken behavior” is used rather than misbehavior at our center. Also, the child's teacher and parents will work together to make sure the same language and redirection is being used in the home and at the center. All children will be encouraged to firmly say “stop!” to that child who is about to bite or hurt.



Toilet Learning :

SMS uses Toilet learning, a readiness approach and involve the child in the process. We get this concept from the Pikler Institute and relate more to toilet learning than to toilet training because we see it as a developmental process rather than a type of training. In any case, this way of looking at moving from diapers to toilet is regarded as a natural progress of the partnership involved in diapering. When children are around other children, they often start to use the toilet when they are old enough to want to imitate the other children they see who are out of diapers. Our staff respects individual family's diversity in perceptions, timings, and styles of toileting. We will cooperate with families and work with them when the child and parents.

Here are some hints for making toilet learning easier: Our staff help children feel physically secure by low toilets. The easier it is for children to get on and off the toilet by themselves, the more independence is promoted.

1. Parents are requested to dress children in loose, simple clothing they can remove themselves (elastic waistbands rather than overalls, for example).
2. Our staff is gentle and understanding about accidents and offer positive support and guidance to the under process children.
3. Staff and parents to avoid power struggles. You can't win them, and children can be left with long-lasting effects if toilet learning has been a highly emotional affair.
4. Parents to provide enough change of clothes, wet flushable wipes, Ziploc bags(to send soiled clothes home)

5. We offer group potty learning to 3-4 children at a time to make this a special process. We talk at circle time, read books, celebrate by clapping when a child tries going potty in the pot.

6. We offer rewards through praise and celebrating with friends in the class. Sometimes teachers use rewards like colored stamps and stickers.

We have some useful links for parents to get more information on Toilet Learning.

<http://www.easternflorida.edu/community-resources/child-development-centers/parent-resource-library/documents/toilet-training-prime-time.pdf>

THANK YOU FOR FOLLOWING OUR ILLNESS EXCLUSION POLICY



Children should remain at home (or will be sent home) with: Underarm temperature of 99.4 or higher, in the past 24 hours.

- **Conjunctivitis** “Pink eye”, redness of the eye and/or lids, usually with secretion of yellowish discharge and crusting.
- **Bronchitis**, which usually begins with hoarseness, cough, and a slight elevation in temperature. The cough may be dry and painful but gradually becomes productive.
- A **rash** you cannot identify which has not been diagnosed.
- **Impetigo**; red pimples which become small vesicles surrounded by a reddened area. When blisters break, the surface is raw and weeping. Look for signs in neck creases, groin, underarms, face, hands, or edge of diaper.
- **Diarrhea** two or more times within 24 hours (watery BM’s that look different and are more frequent than usual.)
- **Vomiting** within 24 hours (more than usual “spitting up”).
- **Head Lice**; live contagious insects or their nits (egg sacs) that infest hair. Children will not be readmitted without being free of live lice and nits, or must have a written note from a physician, local health authority, advance practice nurse, or physician’s assistant stating that they are no longer contagious and may return to school.
- Some **unknown illness** without obvious symptoms other than unusual paleness, irritability, tiredness, or lack of interest.
- Any **contagious disease**, including Measles, Chicken Pox, Mumps, Rosella, Strep Throat infection, Head Lice, until the child has been diagnosed by a physician and the established Center readmission criteria for individual illnesses has been met.

At Sun Moon and Stars, We follow the “*Principles of Care Giving*” by Magda Gerber.

Principle 1: Involve infants/toddlers/preschoolers in things that concern them.

- For example, ask if a child wants a hug, is finished with certain toys, etc.
- Give advanced warning that you are about to help them.
- Assist, as capable, in self-care tasks.
- Give opportunities to make age appropriate choices.

Principle 2: Invest in quality time

- Get on child’s level to view room.
- Engage in child directed activities *with* children (play with them).
- Respect when children want to interact or want to play alone.
- Offer comfort when appropriate.
- Create time to be with children, i.e. care giving times.

Principle 3: Learn child’s unique ways of communicating and teach yours.

- Speak normally to children (no baby talk).
- Verbally express what we see the child is doing (expanding vocabulary).
- Provide or model words which pertain to and/or will help them work through situations.

Principle 4: Invest time and energy to build a total person.

- Learn each child’s individual way of learning
- Provide time for uninterrupted play and freedom to explore and interact with other children.
- Offer activities to foster a well□balanced development.

Principle 5: Respect children as individuals.

- Acknowledge/label feelings
- Allow children to move at their own pace whenever possible.
- Acknowledge the unique characteristics of each child.

Principle 6: Be honest about your feelings.

- Let children and co-teachers know how you feel about any given situation.
- Honor the child's feelings and your own as well.
- It's okay and important to model appropriate expressions of emotions.

Principle 7: Model the behavior you want to teach.

- Modeling is a very important teaching tool. Children learn by watching important figures in their lives.
- Children exhibit the behaviors that are modeled for them: for example, teachers will model washing hands before eating, talking about problems calmly, cleaning up spills, taking turns with toys, etc.

Principle 8: Let children solve their own problems.

- Children learn best by doing.
- Our goal is to encourage the children to be independent, self-confident, inquisitive learners.
- When children encounter a problem, teachers will first ask open-ended questions to help the children solve their own problem rather than solving it for them. Likewise, when children want to gain more information about something, teachers will ask open ended questions to facilitate independent thoughts before offering information.

Principle 9: Build security by teaching trust.

- Respond to children promptly
- Provide clear and consistent guidelines/limits.
- Verbally let them know we are there if they need help.
- Provide a safe environment both physically and emotionally.

Principle 10: Be concerned about the quality of development in each stage.

- Make frequent observations of the children and document developmental growth “Anecdotal.”
- Make *Individual Development Plans* (IDPs) for each child.
- Allow the children to develop at their own rate but at the same time provide challenges to encourage further development.

Do less, observe more, enjoy most. - Magda Gerber

Foundations

Cause-and-Effect

Spatial Relationships

Problem Solving

Imitation

Memory

Number Sense

Classification

Symbolic Play

Attention Maintenance

Understanding of Personal Care Routines

Cause and Effect:

At around 18 months of age, children combine simple actions to cause things to happen or change the way they interact with objects and people in order to see how it changes the outcome. At around 36 months of age, children demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen. (California Department of Education)

Spatial Relationships

At around 18 months of age, children use trial and error to discover how things move and fit in space.

At around 36 months of age, children can predict how things will fit and move in space without having to try out every possible solution, and show understanding of words used to describe size and locations in space.

Problem Solving

At around 18 months of age, children use a number of ways to solve problems: physically trying out possible solutions before finding one that works; using objects as tools; watching someone else solve the problem and then applying the same solution; or gesturing or vocalizing to someone else for help. At around 36 months of age, children solve some problems without having to physically try out every possible solution and may ask for help when needed. Ignore the stick that is much too short to reach a desired object and choose a stick that looks as if it may be long enough. Stack only the cubes with holes in them on the stacking post, ignoring the cube-shaped blocks without holes that got mixed into the bin. Place the triangle piece into the puzzle without first needing to try it in the round or square hole. Ask a peer to help move the train tracks over so that the child can build a block tower on the floor. As teacher, asking questions, express wonder about problems, and respond to questions with enthusiasm (“I wonder who ate the porridge from the baby bear’s bowl?”)

Imitation

Reenact the steps of a family celebration that the child attended last weekend. Pretend to get ready for work or school by making breakfast, packing lunch, grabbing a purse, and communicating good-bye before heading out the door. Teacher acting like a penguin after reading a book on penguins for the Ocean Theme.

Teachers offers Finger plays at circle time which adds to the child's ability to enact. Monthly Themes at SMS like community helpers, where parent volunteers for career presentations to children enriches the imitation and leads to the idea of real life role models.

Memory

As children's understanding and use of language increases, they begin to assimilate language based on number knowledge to their nonverbal knowledge of number and quantity. (Between 18 and 24 months of age, children use relational words to indicate "more" or "same" as well as number words. They begin to count aloud, typically starting with "one" and continuing with a stream of number names although they may omit some numbers and not use the conventional number list (e.g. "one, two, three, seven, nine, ten"). Around the same age, children also begin to count small collections of objects; however, they may point to the same item twice or say a number word without pointing to an object. And they begin to construct an understanding of cardinality (i.e., the last number word is used when counting represents the total number of objects). As a caregiver we offer toddler toys and experiences that allow them to hear different animal and people sounds. Play and laugh with toddlers often when something funny or silly happens. Notice when a child want to talk and let them know when it's their turn by saying, "It's your turn. What do you want to tell me." Teachers offering two part directions. "Please sit on the chair and hold your foot up, so that I can put your shoe on."

Asking questions about different characters or objects in a book during circle time or one-on-one reading time. SMS teachers support toddler communication with other while watching the way they play and talk to each other and by providing comments as needed. “Sarah want to play lunch with you. Can you show her where is kitchen and dishes are.”

Number Sense

At around this, children show some understanding that numbers represent how many and demonstrate understanding of words that identify how much. The teachers at SMS will offer number sense through daily routine ie: Pick out one object from a box or point to the picture with only one of something. Reach into bowl and take out two pieces of pear when the infant care teacher says, “Just take two.” Start counting with one, sometimes pointing to the same item twice when counting, or using numbers out of order; for example, “one, two, three, five, eight.” Use fingers to count a small number of items. Look at a plate and quickly respond “two,” without having to count, when the infant care teacher asks how many pieces of cheese there are. Hold up two fingers when asked, “Show me two” or “How old are you?” Identify “more” with collections of up to four items, without needing to count them. Use more specific words to communicate how many, such as a little or a lot.

Classification

Classification refers to the toddler’s developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.

According to Mareschal and French (2000, 59), “the ability to categorize underlies much of cognition.” Classification is a fundamental skill in both problem solving and symbolic play. Sorting a part of daily routines. Children can sort as they clean up (label shelves with pictures of the items they hold). Children can separate items to recycle. Collections: Children can gather, display, and study related items. Object sorting: Children can use egg cartons or sheets of paper with two or more sections for grouping similar things—Tissue paper, buttons, shells, fabric pieces, pictures from catalogs. Explain, “For this activity, you can put things that are alike together.” Parts and wholes: Children can cut clay shapes into pieces, match lids to containers.

Symbolic Play

Children increasingly engage in pretend play at this age in which they reenact familiar events. Make-believe play allows toddlers to try to better understand social roles, engage in communication with others, and revisit and make sense of past experiences. Research suggests that engaging in pretend play appears to be related to young children’s developing understanding of other people’s feelings and beliefs (Youngblade and Dunn 1995). Outdoor environments, such as sandboxes (Moser 1995) or play structures, offer rich opportunities for symbolic play or pretending. Although outdoor play areas are often considered most in terms of motor behavior or physical activity, they also offer special opportunities for symbolic play (Perry 2003). For example, children playing outside may pretend to garden or may use a large wheeled toy to reenact going on a shopping trip.

Attention Maintenance

Attention maintenance has been described as a form of cognitive self-regulation. It refers to the toddlers growing ability to exercise control over his attention or concentration. Attention maintenance permits toddlers to gather information, to sustain learning experiences, to observe, and to problem-solve. The ability to maintain attention/concentration is an important self-regulatory skill related to learning. There is significant variability in attentiveness even among typically developing children (Ruff and Rothbart 1996). Children sometimes demonstrate the ability to pay attention to more than one thing at a time. Realize, during clean-up time, that he has put a car in the block bin and return to put it in the proper place. Search for and find a favorite book and ask the infant care teacher to read it. Pound the play dough with a rolling pin while talking with a peer. Play alone with toys for several minutes at a time before moving on to different activity. Sit in a teacher's lap to read a book together.

Understanding of Personal Care Routines

Go to the sink and wash hands after seeing snacks being set out on the table. Get a tissue to wipe own nose or bring the tissue to the infant care teacher for help when the child feels that his nose needs to be wiped. Take a wet shirt off when needing to put on a dry one. Help set the table for lunchtime. Taking trash to the trash can. Cleaning after meal time. The teachers