

# **KIDS R FUN CLASSROOM**

**Appropriate for  
ages 12 to 36  
months**

**ENVIRONMENT**





# **INTEREST AREAS/LEARNING CENTERS**



## MANIPULATIVES

Children have the opportunity to play with Magna tiles, pattern blocks, or puzzles.

- Magna tiles help develop fine motor skills, eye-hand coordination, recognition of shapes, sizes, and colors. It is colorful and has magnets along its edges, which allow toddlers to build any type of structure (houses, cars, or castles)
- Pattern blocks are great for sorting shapes and colors. Fine motor development is practiced during this activity because children can stack the blocks and it also requires problem solving and concentration.
- Puzzles have many benefits, children develop finger strength, eye-hand coordination, problem-solving, and perseverance because children have to look at the picture and find out where it belongs.

# MUSIC AND MOVEMENT

It gives us the opportunity to get to know each other, saying our names, saying our age, we can sing, dance, jump, learn colors, numbers and the alphabet.

- Head, Shoulder, Knees and Toes

Children develop gross motor skills, cognitive development, memory and they learn body part names

- ABC songs

Children can learn the alphabet in a funny way, it can be jumping and repeating the letter, it develops memory.

- Simon Says

It helps children to self-regulation and as a professor I can tell them to move specific body parts, jump, run, count numbers, etc.

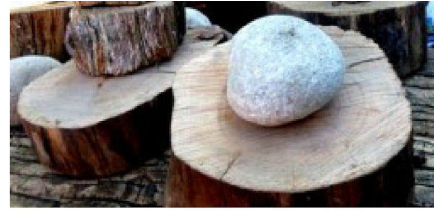




# BLOCK AREA

- Children have the opportunity to play with different blocks, such as foam blocks, cardboard blocks or cloth blocks, animals and cars. When children use these materials, they learn to solve problems, because they will say "I want to build a bridge", so how can I do it using blocks? They develop their creativity and come up with new ideas while using cars or animals.
- Fine and gross motor development because children can strengthen their fingers, hands and arms. It also develops hand-eye coordination when children reach, lift, and move blocks. Children learn to share and take turns playing with blocks.





# OUTDOOR AREA

Children have the opportunity to strengthen their gross motor skills (large muscles), children can run and jump, they will be curious about the natural world, they will be able to grasp leaves, feel their texture, learn colors and classify rocks, which will lead to the healthy development of socio-emotional, language, motor skills and also math skills.

**PHILOSOPHY**

In the Kids R Fun Classroom, some of the ways we support toddlers are

Reggio

- The classroom should be created for healthy development in all domains, so I will intentionally plan the classroom environment in accordance with my observations and documentation of each child and the classroom in general, providing them with materials to inspire learning, discovery, creativity and problem-solving.
- The classroom should have materials such as blocks, sand, paint, dramatic areas, sorting colored objects, play dough, or tree leaves to let them create. These materials will help me with their healthy process of gross and fine motor skills, social, emotional, language, and cognitive development.
- Reggio states “The teacher is considered a co-learner and collaborator with the child”. I totally agree because, in the same way that students learn from teachers, teachers learn from students by asking them questions, observing and taking notes for further understanding
- Reggio states “Children must have endless ways and opportunities to express themselves” I agree because the environment plays an important role in the success of a child, they should have the opportunity to explore beyond a chair, taking children to the outside area is a great idea because they learn through experiences of touching, moving, listening, seeing, and hearing



# MEALS AND SNACKS IN OUR PROGRAM

- Our program must provide meals and snacks for all children, however, we must be careful of an allergic reaction to food.
- Before eating we must wash our hands. We will use gloves to serve meals and snacks.
- Our program may have a meal schedule  
Breakfast is served at 9 am. It can be cereal, milk, and any fruit.

Lunch is served at 11:30 am. It can be macaroni and cheese, milk, and green salad.

The snack is served at 2 pm. It can be crackers or fruit cups.

# MEALS AND SNACKS



# OUR PHILOSOPHY ABOUT TOILET LEARNING

- If a child in our program shows readiness for toileting, first of all, I will talk with the parents, so they can bring me at least 3 underwear or clothing in case of accidents.
- I will create a consistent toileting routine. I will take the child to the toilet even if the child does not show signs that he/she needs to go.
- I will stay with the child until he/she finished using the toilet and I will teach each child to flush and wash their hands every time they go to the toilet.
- I will encourage parents to create a toileting routine so children will learn more easily and smoothly if parents and caregivers use the same basic toileting routines.
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# NAPPING IN THE KIDS R FUN CLASSROOM

Sleep is an important part of life, sleep helps memory and health. So in our program, we are going to have a nap routine, the children can take a nap after lunch. At 12 pm every child will have their crib ready for them to take a nap, however, if a child is falling asleep before 12 pm or at any time of the day, I will have a cozy corner where she/he can relax or take a nap because it's a basic need. I'll figure out how to individualize nap routines if needed.



**CURRICULUM**

# Daily Schedule



9:00 AM.....Arrival

9:30 AM.....Wash Hands, Circle Time

10:00 AM.....Breakfast or Snack

10:30 AM.....Wash Hands, Outdoor Play

11:00 AM-11:30 AM.....Inside Free Play, Music And Movement

12:00 MD.....Clean Up, Wash Hands, Set Up Lunch

12:30 PM-1:15 PM.....Lunch

1:15 PM-1:30 PM.....Story Time, Set Up For Naptime

1:30 PM-3:45 PM.....Naptime

3:45 PM.....Story Time While Children Are Waking Up

4:00 PM.....Snack

4:15 PM.....Small Group Activities

4:45 PM- 5:30 PM.....Discuss The Day With Parents/Good-Byes

# Sand Table

This activity provides many developmental benefits for young children, helps develop sensory, social, and language development as children interact with others and turn-taking with the materials. Sand play allows children to explore, create and imagine, as a teacher I will provide cars, cubes or animals to let their imagination run wild.

# Sensory Activity

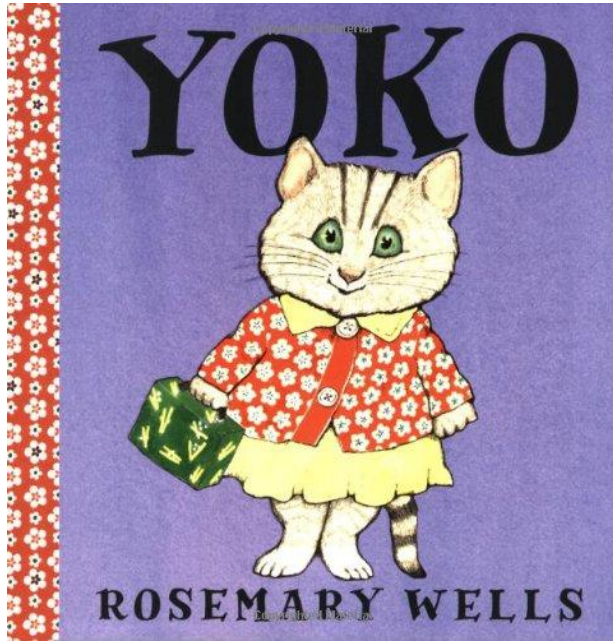


# Water Table

In this activity, children can use tools such as buckets, toys, or containers, allowing them to splash, scoop, or pour. The water table is a fun activity and has many developmental benefits for young children. Develop hand-eye coordination as children stir the water or pour water from one bucket to another. Build motor skills because children strengthen their gross and fine motor skills in lifting, pouring, or splashing water. Develop sensory exploration because children can use sand, ice, or soap and this allows them to explore different textures.

# Sensory Activity





**YOKO**

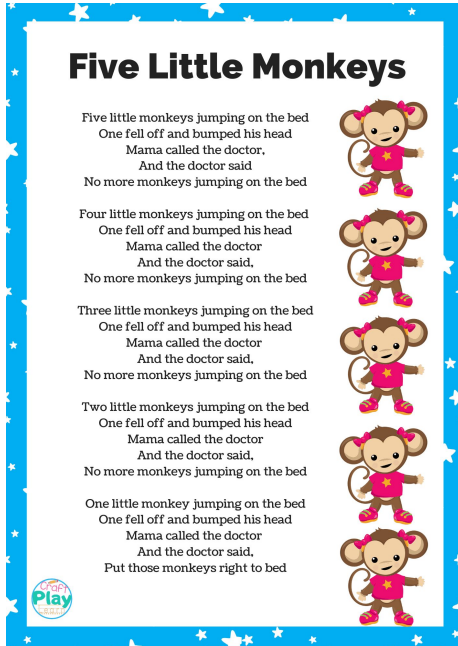
**BY ROSEMARY WELLS**

The book is totally culturally and developmentally appropriate for toddlers because it has images of different food and dessert that are traditional in some countries, it has different countries' flags and the characters of the book are animals, so children can also learn animals' names. I would take the idea from this book to celebrate an international food day with the children's family so that everyone can bring their traditional dish, wear their traditional clothes and thus we can learn from each other.

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# FIVE LITTLE MONKEYS

Five Little Monkeys helps children learn numbers and can jump while singing. I will read this book and during the story I will encourage the children to show me how they jump, and I will tap my head each time I read, "One fell off and bumped his head".





## Goals For Toddlers and Twos

- Being attentive is the most important goal for a healthy brain.
- Create a safe environment where children can explore their surroundings by letting their curiosity flow.
- Work on the baby's memory by talking about things that have happened during the day.
- Offer enough help to the child when he needs to solve a problem.
- Use meaningful language to describe the child's feelings and actions.

**FAMILY**

**INVOLVEMENT**

## Strategies to embrace all families

- Encourage families to spend time in the program and share their family experiences.
- Show respect for the different cultures, rituals, beliefs, and customs of each family.
- Respect diverse families, such as foster families, blended families, same-sex families, etc.
- Have a welcoming environment where family culture is featured in the daily life of the program.
- In the article Embracing diversity in families states “Create photographic displays depicting family involvement in the life of the service to encourage further involvement and create a sense of belonging and community that includes family cultures” This will make families feel included in their children's development and will lead to a trusting relationship with the service.

## Opportunities I would provide families to be involved in my classroom

- Schedule regular meeting sessions.
- Exchange phone numbers or email addresses.
- Celebrate a family cultural day.
- Share decision-making related to the child's education or the program as a whole.
- Exchange knowledge with families to establish goals for each child.
- In the article Family Engagement Halgunseth (2009) states “Conduct home visits, if families are comfortable with the idea, during which teachers can learn from families about children’s home environments, interests, and preferred learning styles”. Home visits are a great idea to build strong relationships with families, learn about the child's routines, and families' beliefs.

# My philosophy around family involvement

- The family is integrated into the learning of their children daily.
- Parents are partners.
- Families are encouraged to participate in program activities to become more involved in their children's education.
- Parents are considered the child's first teacher.
- Family involvement is key for positive child development.
- In the article Family Engagement Halgunseth (2009) states “When there is a strong program-family partnership in place, families are engaged, which ultimately benefits the children.” Educators must involve parents in the environment, and to do so, we must get to know these families for the sake of their children. If we educators do not get these parents interested to participating in the early childhood program, the relationship will fail and children will be delayed in their learning.