

Tiny Tots



The Tiny Tots Classroom

Between The Wonderful Ages 18-36 Months

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Class: ECE-309



Tiny Tots



The Environment





Interest Areas/ Learning Center

Dramatic Play Area





Dramatic Play Area cont..

When you observe our Montessori classroom, you as a parent may be just as aware of what you don't see as what you do. Where is the dress-up box? Where is the "pretend play?" It's there.. It's just integrated into the environment in a way that makes it both more responsive to children's development and more difficult to see. Because dramatic play is driven by children's development in early childhood, Our caregivers/teachers know to be prepared for its influence across the many settings of a child's day. Instead of creating specific areas for dramatic play, we understand that children are more often engaging in dramatic play than we may realize. We don't expect it to be limited to a dress-up box. Rather, we expect that children will cycle between enacting the world around them, reflecting upon that world and challenging new understandings built through their own experiences and enactments. What's different about dramatic play in our Montessori classroom is that it's initiated by your child. We understand that enacting roles, pretending to be like the people they aspire to, is an essential part of how children make sense of their work. But we don't presume to know which people those are. Instead, we offer them space to practice multiple ways of being, Watch a child with the Opening and Closing Containers work... you are likely to hear them describing what they imagine inside each tiny jar. As a parent, this kind of dramatic play emerges from your childz and satisfies the roles that individual child's seeks to understand better.They are practicing doing and feeling and acting like what their imaginations have absorbed and, in doing so, becoming the people they aspire to be.

Music Movement Area





Music Movement Area cont..

Music can be a fabulous way to engage children and help them learn. Instruments are the perfect at keeping little hands busy and focused, whether accompanying a song or learning how to count. So much can be taught and learned when musical instruments are included in a Montessori environment. They provide such an amazing sensory experience. Music is an integral part of our Montessori classroom. It enables our children to communicate and express themselves non-verbally; helps them enjoy music and feel happy; enhances their math skills, literacy, and overall brain development; and can even improve their academic performance. Children learn and grow through play but observed that children enjoy play based in reality, and were happier when invited to play with real materials that produced real results. All instruments are made from natural materials. Toys made of wood, wool, cotton, metal, ceramic and even rock are Montessori staples, since they connect children to nature and are generally safer to mouth. Plus different textures, temperatures and weights help children refine their senses and give them more to learn about when holding a toy.

Sensory Area







Sensory Area cont ..

The sensorial area in our Montessori classroom focuses on lessons and activities that help develop the five senses: seeing, hearing, touching, tasting, and smelling. The sensorial area is divided into six categories: size, form, color, tactile, gustatory, olfactory, and auditory. Sensorial activities are used in Montessori learning to help children in discrimination and order. They also help broaden and refine a child's senses. When a child combines Montessori designed materials with sensorial work, it helps them become more logical, perceptive, and aware. Montessori Sensorial Materials are creative tools or toys used in a Montessori classroom that boost the child's five senses, enabling them to learn better. There are different kinds of sensorial materials designed to rouse a child's interest to learn. So toys you seen on the previous page such as Knobbed Cylinder blocks – The very first sense lesson in the sensorial area of the classroom. Consist of ten wooden cylinders has different dimensions. Just remove the cylinders from the block and put it back from where it is placed at first. Trinomial Cube – The main activity is to let the child make a three-dimensional puzzle that consists of 27 wooden blocks. This activity will lead the child to learn algebra. Brown Stair(Broad Stair)– The brown stair is made of a wooden prism with the same length but with different width and height. The faces at the end represent one to ten. This will help your child develop his/her mathematical mind. Sound Cylinders – Compose of two boxes with six cylinders inside. The first set is in color blue, and the other set in color red. Every cylinder in the same color can will make a different sound when it shook by the child. Binomial Cube – The binomial cube is consists of three black and red prisms, three black and blue prisms, one blue cube, one red cube at it has corresponding elements. The pieces will be at the box with an opening side each. The Pink Tower – The pink tower consists of 10 pink cubes in varying sizes. By stacking the cubes on top of the other, the kids will start from the biggest hub and then add the second biggest cube on top of it. Many of these toys help with the child's development.

Outdoor Area





Outdoor Area cont ..

The outdoor area in our Montessori classroom is carefully prepared by us caregivers/teachers for learning, an outdoor play environment is carefully designed, beckoning the child's innate desire to learn and explore. From the entrance, to the pathways, to the choice of play equipment and vegetation, each element is purposely selected and placed in a cohesive design that allows for multiple opportunities of learning. A well-designed outdoor environment combines natural and manufactured elements, creating the perfect balance of natural and planned learning opportunities. Manufactured play equipment, although not truly reflective of nature, can benefit your children greatly. An outdoor music area to provide great sensorial and cultural opportunities and earth tones, can easily blend into the environment. Thinking beyond the scope of traditional play equipment, manufactured elements also include nature-inspired products such as faux stumps or faux stone planters. Nature has the ability to calm us, to connect us with beauty, and to reconnect us to the earth and environment. Our Montessori activities outdoors and in nature with your children would conclude: Seasonal activities – depending on the season the children can take a basket to the local park or a nearby forest to collect leaves, acorns, shells, sticks, rocks, stones, and pine cones. Movement opportunities – climb trees, balance along walls or tree stumps or logs, hang from branches, swing from a tyre, ride a balance bike (“loopfiets” as they say in Dutch), kick a ball, jump with a skipping rope, chase each other, run fast, and walk slow. All weather exploration – there is no such thing as bad weather, just bad clothing. So we do advise parents to get some great all-weather clothing and shoes and stomp in those puddles, make a snowman, put on a hat and sunscreen and explore the beach, get out each and every day. They will also build their own hut, cubby house, obstacle course and invite around some friends. Make outdoor art – use mud, water, leaves, flowers, soil, seeds, grass and whatever other interesting pieces you can find. Lay them into patterns, make them into shapes, or work together to make a face or an animal. Find moments of quiet – find a place to sit and watch the clouds, to sit in silence, or just to breathe.

Indoor Relax Area



Indoor Relax Area cont ..

In our Montessori classroom we understand children do need a space and time to step away and with our comfortable area. Infants and Toddlers often need a soft, quiet, protected place where they can relax and have some space away from loud or busy areas in the classroom. Teaching children to soothe themselves by going to a cozy area can help them feel comforted and better able to cope. In our classroom we use our indoor relax area for children to retreat to when they feel overwhelmed and overloaded by the sensory input from the immediate environment. It gives them time. Many classroom dont believe children need a indoor relax area but here in my classroom I do believe it is very important to have and for children to use when feeling overwhelmed.

Philosophy

The Tiny Tots/Montessori Classroom













Meals and Snacks



Meals and Snacks cont..

One of the best aspects of a Montessori-style lunch is a relaxed atmosphere that allows each child to eat at his/her own pace. Children clean up. Ideally, lunch clean-up is treated as a Practical Life activity: supplies are available and ready for children to use. In our classroom we use real, child-sized dishes, glasses, and cutlery to make their experience similar to they way they see us eat. Usually snack includes a fruit or vegetable, a protein such as cheese, nuts, or hummus, and perhaps a carbohydrate such as crackers, tortillas, or bread. Children serve themselves buffet-style and then sit at a designated snack table to enjoy the food.



Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Cheerios and Raisins 	Hummus and Corn Chips 	Pretzels and Cream Cheese 	Yogurt and Granola 	Ritz and Cheese 
PM	Graham Crackers 	Cheez-It and Raisins 	Goldfish and Cranberries 	Vanilla Wafers 	Veggie Straws 

Toilet Learning



Toilet Learning cont ..

In our classroom we do not actually “teach” toilet learning . Rather, we observe what it is that the child needs to accomplish, then we analyze what is the best way to offer the necessary assistance. Assistance can then be given both through indirect and direct preparation. Here at Tiny Tots our children three aspects of toilet learning. 1) physiological 2) psychological development of the child, 3) the assistance provided by the adult. The child will always be given the proper assistance. In our classroom we encourage independence on our children.



Zzz-Time



Zzz-Time cont..

In our classroom sleeping arrangements is the floor bed, a crib- or toddler-sized mattress either placed directly on the ground or upon a low bed frame. The idea behind this is that children can independently access (or exit) their beds at any time, requiring that the bedroom be fully child-safe. **WE DO NOT MAKE SLEEP A CONSEQUENCE OR A PUNISHMENT.** We keep it positive. Lots of love, cuddles, and soothing rituals and traditions help make bedtime easier for children, and parents. We also allow children to have access to books and toys at bedtime and giving them freedom to determine when they are ready to fall asleep.



Curriculum

The Tiny Tots/Montessori Classroom



Daily Schedule

Under 3 Daily Schedule

8:00 - 9:00 am	Work Cycle (puzzles, shape sorter, books, crafts, baking, building a structure with blocks, etc.)
9:00 - 9:30 am	morning snack
9:30 - 10:15 am	Outdoor time in the backyard (nature hunt, hide and seek, mini aerobic exercises, soccer, etc.)
10:15 - 11:00 am	Independent work time
11:00 - 11:30 am	Circle Time (books, puppets, interactive songs, CD stories) DTMS WEBSITE for ideas/videos/crafts
11:30 - 12:00 pm	Lunch
12:00 - 3:00 pm	Nap Time
3:00 - 3:30 pm	Wake Up and Afternoon Snack
3:30 - 4:30 pm	Outdoor time in the backyard (nature hunt, hide and seek, mini aerobic exercises, soccer, etc.)
4:30 - 5:00 pm	Art & Sensory
5:00 - 5:30 pm	Independent work/imaginative play/DTMS WEBSITE for ideas/crafts/videos

Daily Schedule cont..

Here at our Tiny Tots classroom since we are a Montessori class our method of education is based on self-directed activity, hands-on learning and collaborative play. In our classrooms children make creative choices in their learning, while the classroom and the highly trained teacher offer age-appropriate activities to guide the process.

Sensory Experience



Sensory Experience cont...

The sensorial area in our classroom focuses on lessons and activities that help develop the five senses: seeing, hearing, touching, tasting, and smelling. The sensorial area is divided into six categories: size, form, color, tactile, gustatory, olfactory, and auditory. It also help broaden and refine a child's senses. When a child combines Montessori designed materials with sensorial work, it helps them become more logical, perceptive, and aware.

Sensory Experience cont...

Touch the Fabrics

The Fabric Box is a classic Montessori sensorial material that can be used in numerous different sensorial-based activities. An easy activity is to get children to match fabrics with similar textures, allowing them to develop their tactile sense. Begin by asking them to describe the different textures, whether they are soft, bumpy, etc., allowing them to feel the different textures with their hands. Next, have them match similar textures together. To increase the level of difficulty, you can blindfold children while they do the activity.



Sensory Experience cont...

The Sound Box Activity

Sound Boxes are another popular sensorial material. Each cylinder is filled with a different material so that when they are shaken, they produce a different sound. One popular activity is to have children match the blue and red cylinders together based on the similarity of the sounds that they make.



Sensory Experience cont...

Smelling Bottles Activity

Another popular sensorial activity involves the Montessori smelling bottles. This activity is similar to the first two in that children must match similar scented bottles together.



Sensory Experience cont...

Building a Tower

The Pink Tower is a staple in Montessori schools. For those not familiar with the Pink Tower, it is composed of a series of different sized cubes. One of the most popular sensorial activities is to build a tower, beginning with the biggest cube on the bottom and ending with the smallest one on top. This develops the child's visual sense, and particularly their sense of dimension. For toddlers, you can simply build a tower using five of the biggest cubes.



Books For Toddlers



Books For Toddlers cont...

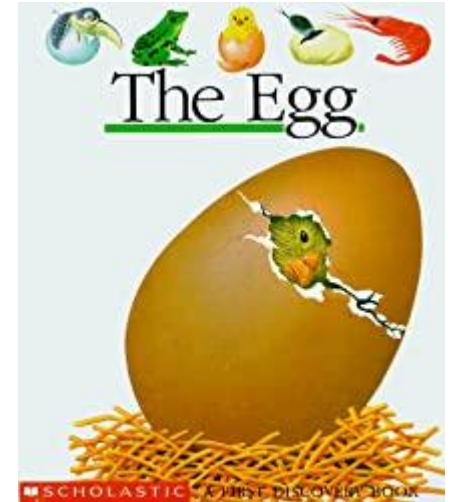
Here at Tiny-Tots we only provide friendly books that have realistic images. The books might have real pictures or drawings, but they don't have fantasy or smiling or talking animals. Babies and young toddlers are learning about their world, so it's most helpful for their books to show reality in which our classroom provides. Here are some of our favorite books we read in class to our children.

Books For Toddlers cont...

Egg

by Pascale de Bourgoing

Using engaging transparent pages, this book captures the imagination by explaining what happens to eggs. Relying mostly upon a chicken, the book illustrates where the egg comes from, what's inside, how the animal grows, and how the peep breaks free. Besides the chicken, the book also briefly discusses other animals that come from eggs: other birds, reptiles, fish, and crayfish. The book is a great science book and stealthy increases scientific vocabulary. Not only that, but it contains a little bit of good old fashioned European humor as well. A wonderful science tool for children of all ages.



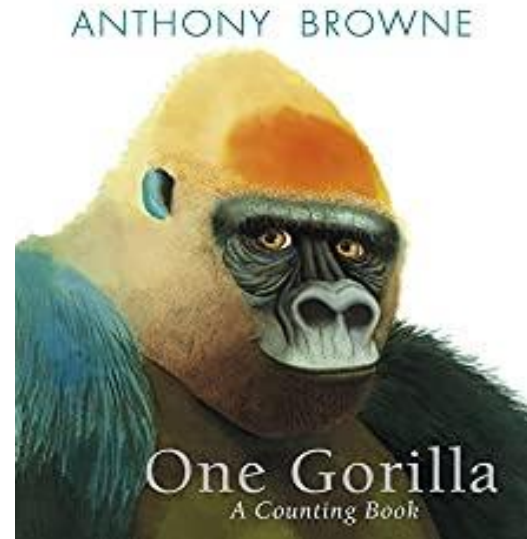
Books For Toddlers cont...

One Gorilla: A Counting Book

by Anthony Browne

This book uses a variety of different primates as its subject for counting. This book will not only help younger readers from 3 upwards to continue number recognition through sequential counting, it will also provide a challenge for a more advanced younger reader as it will allow them to learn new vocabulary. The illustrations within the book are excellent and extremely lifelike allowing the reader to gain a real perspective as to what the different primates actually look like.

This book can be used for individual reading in terms of the counting however, it presents an opportunity for paired reading and group reading as to help with pronunciation of the more difficult primates. The colourful and bright illustrations will also allow this book to be used as part of an Art lesson.

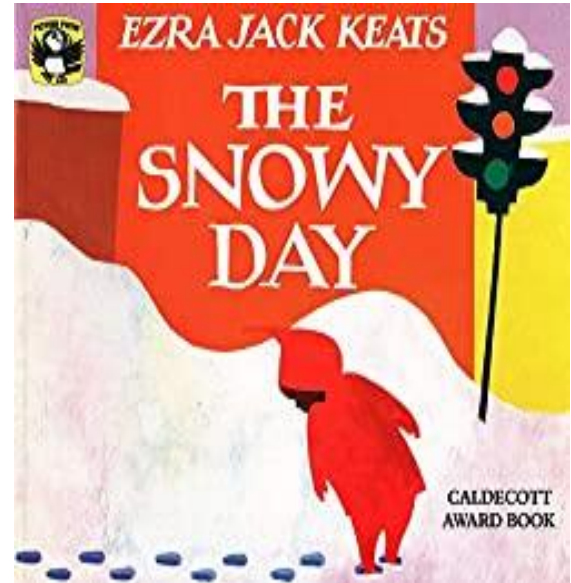


Books For Toddlers cont...

The Snowy Day

by Ezra Jack Keats

Peter, is a little African-American boy, who lives in an urban setting. Peter is neither caricatured nor is he a symbol of or vehicle for speaking about social issues, which would have been very easy to do at the time it was written. Instead, it is a timeless story about a young child discovering snow for the first time and trying to understand its mysterious nature. Although Peter does not fully comprehend snow, he enjoys experiencing it just the same. In simple and direct prose, Keats captures and conveys what it is like to be very young and to encounter the beauty and mystery of the natural world, even in an urban setting. After reading about Peter's adventures in *The Snowy Day*, students can write about something they like to do in the snow. Teacher can brainstorm ideas and students have space to write and draw about their own snowy day.



Goals For Toddlers and Twos At Tiny Tots



Here at Tiny Tots we care for children in small groups; prevent over-stimulation and disorder; and to also provide opportunities for one-to-one interactions between children and caregivers/educators. To also provide opportunities for the use of large and small motor skills with both indoor and outdoor activities. To provide a safe environment for exploration. Caregivers/educators to treat each other as equals, being open and respecting each other by communicating and listening to everyone's ideas. Educators to offer support to families by being helpful and working together as a team. Caregivers/educators to provide interesting, stimulating and challenging activities for the children.



Family Communication



**Here at Tiny Tots we love for our families to be involved in all of our children activities while in our care.
Such as:**

- 1. Online advice videos. Parents and teachers can share ideas via web videos on your school's website.**
- 2. A dedicated blog and online calendar.**
- 3. Use social media at your school to connect to parents.**
- 4. Home visits and parent/teacher conferences.**
- 5. Family nights.**
- 6. Volunteer Opportunities.**



Family Involvement

1. **Summer Enrollment Day.**
2. **Open House.**
3. **Parent Volunteers.**
4. **Invite Parents to School Events.**
5. **Casual Parent Events.**
6. **Report Card Conferences.**
7. **Keep website updated.**
8. **Automated family messaging.**

