

# **Butterfly Toddler classroom**



For ages 6 months-36 months

# Environment







# Interest areas/Learning centers

- Block area
- Dramatic Play area
- Sensory area
- Outdoor area



# Block area

In our block area we have wooden blocks, cars/trucks, animals, and small tables. When toddlers play with these materials their small and large motor skills are supported because it shows their physical strength and how well they can interact with movement. Wooden blocks support motor skills because it helps with reaching and lifting as the children pick up a different shaped block, same with cars/trucks but it can also help with hearing and imagination. Small tables support motor skills because it creates a space for them to gain more knowledge.



# Dramatic Play area

In the dramatic play area we have a play kitchen, dress up section, and puppets. When Toddlers play with these materials this supports their social emotional, language and cognitive development by showing toddlers different ways of interactions through play and how they communicate with their peers and teachers. A play kitchen, dressup, and puppets supports toddlers social emotional, language, and cognitive development because it shows them how to work together and create different scenarios by encouraging teamwork.



# Sensory area

In the sensory area we have a music station, art section and an experiment station for water, soil, leaves and more. When toddlers are surrounded and interact with these materials it supports all of their senses which include touch, smell, taste, sight, hearing, and movements. These support a stimulation for children to gain knowledge of what they are able to explore while they play.





# Outdoor area

In our outdoor area we have a slide, playhouse, and bins full of balls and other toys. When toddlers interact with these toys it supports problem solving and imagination by showing toddlers how to test their limits physically. These toys support problem solving and imagination by working together and communicating with one another about different sizes, shapes, colors and what they see or notice when they test their physical strengths as they use a slide, playhouse or ball.



# Philosophy

In our Early Head-Start Center, Some of the ways we support toddlers are our philosophy around independence and self-regulation.

# Guidance and Discipline

The way we handle guidance and discipline in the classroom is by

- Setting up rules that are clear and consistent
- Help build their self control
- Continue to be encouraging
- Model out appropriate behavior
- Help children see how their actions will end up affecting others
- Set a good example to encourage appropriate behavior

# Meals and Snacks in Our Program

In our program breakfast starts at 9:00a.m-9:45a.m Lunch will start at 12:30-1:00p.m and then we will have snack time from 3:30-4:00p.m, Dinner 5:00p.m-5:30 if they dont have a heavy snack

For breakfast we will serve:

Monday: eggs, broccoli, fruit, milk, whole wheat toast

Tuesday: Pancakes, fruit, milk, whole wheat toast

Wednesday: Oatmeal, fruit, eggs, Milk

Thursday: Muffins, Fruits, Milk

Friday: French Toast, Fruits, Milk

Lunch: Hard boiled egg, fruit, milk and pita bread/Veggie Muffins, Fruit, Milk, yogurt/Gluten free peanut butter and jelly sandwiches with milk and a side of fruit.

Snacks: Fruits, crackers, milk, apple sauce, cheese stick, granola bars, muffin, mini bagel, yogurt, Milk and cereal.

Dinner: Depending if they have a heavy snack

The meals and snacks in our program will be nutritious meals to show parents about healthy choice snacks for themselves and their children that they can incorporate at home when they are not at the center.



# **Our Philosophy About Toilet Training**

Toilet Training is very important and can be very difficult to adjust a child to toilet training but here at our center we have a method to train your children about toilet training when they are newborns. The earlier you start your child on toilet training it will become a routine for them and they can eliminate diapers by the time they are 8 months old. So we advise you to start a little after they are born so when they arrive at the center they are toilet trained. If you have no heard of this method and your child is not potty trained when they arrive at the center, that is okay. We will teach you how to toilet train with certain words we like to use while they are sitting in the toilet to help them go.

# Napping in the Butterfly Classroom

Napping in the butterfly classroom will start after 30 minutes after the children finish their lunch. To get the children into naptime we like to set the mood with a radio playing relaxing, meditation like music and read them a story time or two. After story time we make sure the children have their blankets and comfort them by staying near their beds until they are sound asleep.



# Curriculum

- Daily Schedule
- Sensory experience
- Songs and books for toddlers
- Goals for toddlers and twos

# Daily Schedule

Monday, Tuesday, Wednesday, Thursday, and Friday Schedule:

Breakfast 9:00a.m-9:45a.m, toileting after breakfast. 10:15a.m-10:30a.m independent play time, Planned activity for the day 10:30a.m-11:00a.m outdoor play 11:00a.m-11:50a.m, Toileting 11:50a.m-12:10p.m Play time 12:10-12:30p.m, Lunch 12:30-1:05, Story time at 1:05-1:15p.m, Nap time 1:15p.m-3:15p.m, 3:15-3:30 toileting and 3:30-4p.m snack time, 4p.m-4:15p.m play time, 4:15-4:30 planned activity. 4:30-5p.m play time, 5:00p.m-5:30p.m Dinner time

# Sensory Experience

In the butterfly room we have planned activities that include a water table, Sand table and Messy play table. For the water table we like to incorporate paint, foam, a variety of toys, and bubbles. This helps the children to explore their gross motor skills as they pick up items, pour, grasp, carry, and splash.





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# Sensory Experience

In the butterfly room we have planned activities that include a water table, Sand table and Messy play table. At the sand table we incorporate a scooper and a variety of toys. Having children play at the sand table will help soothe the children as they focus on how the sand feels on their hands and when they use certain tools like the scooper to scoop, lift, and pour. Sand play can help children learn more about fine motor skills by using the objects to create a pattern in the sand or using the scooper to make line or shape patterns. This will help them to explore touching as they experience what the sand feels like and the other objects in front of them.



# Sensory Experience

In the butterfly room we have planned activities that include a water table, Sand table and Messy play table. At the messy play table we like to incorporate finger painting, mud, ice cubes, window painting, making slime, and painting toys. The messy table helps children to understand taste, touch and smell as they create their own hands on experience through play but it can also help them problem solve on how to use the material and help direct them to discover new elements of development through these activities.







Multiple  
Textures  
all wrapped into  
1 Discovery  
Table!



PAINT THE TOYS  
EASY, FUN. AND ENGAGING

# Songs and Books for toddlers

Songs and books for toddlers are very important because it helps them learn and understand language as they use their listening skills and pay attention to the words and sounds. I will incorporate these songs and books in my classroom during circle time and other planned activities

Songs:

Twinkle, Twinkle Little star

Wheels on the bus

Five Little Monkeys jumping on the bed

ABC

Baby Shark

Books:

The Itsy Bitsy Spider

Row, Row, Row Your Boat

Head, Shoulders, Knees and Toes

The very Hungry Caterpillar

Rainbow Fish

# Goals For Toddlers and Two's

The goals we expect toddlers and two's to reach are to solve problems, use large and small motor skills, improve nutrition so they can be introduced to a healthier meal in the class and at home and creating an environment where adults should not use the word no. (Peterson 2012) Create a home and caregiving environments where an adults doesn't need to say "No?" Instead, the adult offers a safe setting and encouragement, such as "Hey, buddy, you're crawling everywhere."

# Family Engagement

- Strategies That Embrace All Families
- Opportunities For Family Involvement In The Classroom
- Family Involvement Philosophy

# Strategies That Embrace All Families

At the Early Head Start Program in the Butterfly room i would like to embrace all families by having teachers who speak bilingual to translate to those who are non speakers in English, incorporating books and signs throughout the room that show two moms, two dads, single parents, foster parents and other guardians that can be grandparents, aunts, uncles or godparents that include multicultural families. I think it is also important to recognize all holidays because every ethnicity celebrates different holidays and I would like to show parents that we welcome all ethnicities and will close the school on all holidays. We have a website for parents and staff to communicate and see how their child is learning throughout the week with pictures/videos. Events will be held once a week for parents to discuss any open questions/suggestions to improve the children's learning and other parent accommodations which would also lead to our open door policy for parents to come in while their children are in session but too also respect the rules and not distract the children while they are in session.



# Opportunities For Family Involvement In The Classroom

Bringing parents together and holding a meeting before their child is enrolled to have open conversations about them and the child so we can get to know them better and understand how they care for their children at home. Having the parents participate in classroom activities around their work schedule. Incorporating a community walk with the children and parents so that the parents can have an inside look on how we care for their children indoors and outdoors. Most importantly building a relationship with the parents and children so that the parents can feel like they can trust us and feel comfortable when the children are under our care from 9a.m-5:30p.m. Meeting health requirements by sending home a checklist of what children are eating at the center and what they should be eating at home. We also send home once a week small care packages for the children to take home which would be filled with some activities to do at home and a couple of healthy snacks so the parents can continue with the routine we give them at the center.

# Family Involvement Philosophy

Family Involvement is very important because as parents participate in their children's education it helps them to improve socially, emotionally, cognitively, physically and mentally. As parents show children how much they are involved in their child's education they continue to be involved and show support to the child but, it also shows a significant difference in the child's learning as they feel and see firsthand the support they get from their parents/guardians/caregivers which shows improvements of their social-emotional skills and more. Having this support and constant routine will also keep the child healthy because we want to show parents that having a routine for the children increases their learning and shows them how to choose healthy meals.

# Butterfly Classroom

