A TODDLER’S CREED

If I like it, it’s mine.

If I want it, it’s mine.

If I think it’s mine, it’s mine.

If I have it in my hand, it’s mine.

If I give it to you and change my mind later, it’s mine.

If I can take it away from you, it’s mine.

If I had it a little while ago, it’s mine.

If it’s mine, it will never belong to anybody else, no matter what.

If we are building something together, all the pieces are mine.

If it looks just like mine, it is mine.

If you really think it belongs to you, it is most definitely mine.
Brief Overview of Montessori Education:

Unique characteristics of a Montessori classroom:

- Multi-age groupings of children; 0-3, 3-6, 6-9, 9-12
- 3 year cycle of education; building process
- Prepared environment
  - Child sized equipment and furniture
  - Natural materials; wood, glass, plants, animals
  - Didactic materials scientifically designed by Maria Montessori
- Individualized education
- Role of the teacher as Guide
- Children teach themselves through use of the materials (exploration and discovery)
- Internal Discipline is developed through each child’s sense of accomplishment and independence as he/she concentrates on activities within the environment; freedom within limits (ground rules)

Five main areas of a Montessori classroom:

All areas develop the child’s sense of order, ability to concentrate, coordination (fine and gross motor), and independence (the ability to function within his/her environment independently)

- Practical Life – exercises that emulate activities from home; pouring, scooping, spooning, food preparation, care of the environment, care of self-all to develop a sense of order, concentration, coordination and independence
- Sensorial – exercises that isolate specific concepts such as length, width, shape, color, smell, visual discrimination, sound
- Math – concrete materials the children manipulate in order to discover the concepts of 0-9, 10-20, ….100; numeral recognition; basic mathematical functions of addition, multiplication, subtraction, division
- Language – auditory discrimination activities; phonetic letter sounds, concrete word building; abstract word building with phonetic sounds; reading, etc.
- Cultural Area – this area includes geography, science, art and music
OVERVIEW OF TODDLER CURRICULUM

**Practical Life:**
Sponging/Water transfer
Scrubbing a Chair/Table
Dressing Frames (Velcro, zipper, large button)
Sweeping
Wiping Up Spills
Window Washing
Sorting and Matching
Combing Hair
Wiping Nose
Banana Slicing
Bread Slicing
Serving Food
Table Setting
Vegetable Washing
Scooping
Pouring
Hand washing

**Social Activities:**
Imitating Facial Expression
Passing an Object Back and Forth
Body Movements
Listening
Following Instructions
Watching/Imitating Others
Identifying/Naming Others
Sitting in a Group
Walking Together
Taking Turns
Making Music
Matching Photos to People
Sharing Materials
Recognizing Feelings
Creative Movement

**Sensorial:**
Color Tablets/Booklets
Knobbed Cylinders
Smelling Activities
Sound Games/Walks
Working with Pattern/Texture
Loud/Soft Sounds
Identifying Sounds
Tasting Foods
Matching Geometrical Shapes

**Art:**
Put and Take
Paper Tearing
Gluing
Exploring Different Properties
- stickiness, wet/dry, malleability

**Cognitive Activities:**
Matching shapes to outlines
Exploring/Problem Solving in a Group
Puzzles
Matching shapes
Identifying/Grouping Objects
Looking at a Sequence of Events
Books
Distinguishing Same/Different
Matching Objects/Pictures by Concept
Focusing on a Moving Object

**Language:**
Naming/Labeling
Retrieving Named Objects
Identifying Objects/People
Listening for Initial Sounds
Matching Objects/Sounds
Songs/Chants/Books
Matching Objects/Cards
Practicing Like Phonetic Sounds

**Mathematics:**
Counting Games/Songs/Books
Adding/Taking Away Identical Objects
Working with Patterns/Sequencing
TODDLER DAILY SCHEDULE

7:00-8:00  Before-school care (in the Toddler 2 Classroom)
8:00-9:00  Early morning work cycle
9:00-9:15  Circle time
9:15-9:30  Diaper changing/dressing for the outdoors
9:30-10:00 Outside play time
10:00-10:15 Toileting/hand washing/morning snack
10:15-11:00 Late morning work cycle
11:00-11:15 Clean up
11:15-12:00 Outside activity/gross motor room
12:00-12:30 Hand washing/lunch
12:30-12:45 Diaper changing/preparation for resting
12:45-2:45 Nap time
2:45-3:15  Nap mat/bag storage/diaper changing
3:15-3:30  Hand washing/afternoon snack
3:30        Pick-up for school day program
3:30-4:00  Afternoon work cycle
4:00-4:45  Dressing for the outdoors/outside play time
4:45-6:00  After-care/late snack (in Toddler 2 classroom)
HOUSEKEEPING ITEMS:

- **Separation** – When saying “Goodbye” each morning, it’s easier on both the parent and the child to give a brief hug and a short “goodbye” or “I’ll see you after naptime!” A classroom teacher would be happy to step in to help you with your child’s transition into school if needed. Please express this to the teacher with your words, a look or through prearrangement.

- **Communication** – Please communicate with your classroom teacher on a daily basis either verbally or by writing a brief note. Anything out of the ordinary, such as your child having stayed up extra late the night before or having house guests can affect a toddler’s behavior.

- **Daily Toddler Sheet** – You will receive a daily note telling about your child’s day and indicating any specific needs, such as diapers, changes of clothing, etc.

- **Slippers** – Each child is asked to have slippers to wear at school inside the classroom. This allows the child to prepare mentally and emotionally for making the transition from home to school and also provides lots of practice in learning to put on/take off his/her own shoes and slippers. The school has slippers for purchase.

- **Birthdays** – We do celebrate individual birthdays in the Montessori Toddler environment. However, we encourage it to be a simple, sharing of your child’s joy and realization of his/her special day. No treats are necessary, but if you would like to bring some kind of special food in for your child’s birthday, we encourage fresh fruit.

- **Food** – *Please be advised that there no school lunches the first two weeks of school.* After that, school lunches will be served, or you are welcome to send a packed, healthy lunch from home. No thermoses are necessary.

- **Allergies** – Although we are a peanut/nut free school, please provide food from home if your child has any severe food allergies.

- **Bibs** – We do not use bibs during meals or snack, as this allows the child to feel any spills that may occur and allows for the opportunity to self-correct. In this way, children learn much more quickly about the importance of controlling one’s movements. Please send your child to school in play clothes. He/she will also be enjoying water play, as well as art and other activities that can get messy.