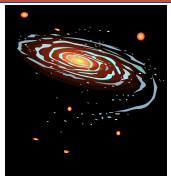
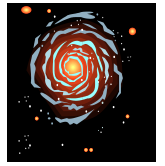


Galaxies



Galaxies Daily Schedule



7:45-9:45a.m.

Breakfast Style Snack/Center Play

9:45-10:15a.m.

Circle Time: date, days of the week songs, letter of the day (thinking of words starting with that letter, rhyming words, weather, counting, Spanish, sign-language, alphabet with letter sounds, and books



10:15am-10:45am

Individual Learning Time

10:45-11:00a.m.

Clean-up/line up/Hand Washing for lunch

11:00-11:30a.m.

Getting Mats placed

11:30- 12:00p.m.

Restroom/Hand washing

11:00-12:00p.m.

Lunch/Clean-up/Outside Play



12:00-2:00p.m.

Nap/Rest

2:00-2:30p.m.

Put mats away/ fold blankets,/ Hand Washing

2:30-3:00p.m.

Snack/Clean up

3:00-3:30p.m.

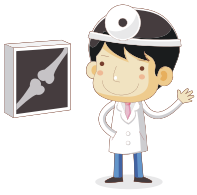
Outdoor Play

3:30-3:50p.m.

Circle Time & Individual learning

4:15-5:00p.m.

Clean up/Gather belongings (water cups & Lunch boxes)/Outside Play



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.



What Parents Need To Know:

Teachers will verbally inform parents of information relating to the child. A Daily Sheet is located on the Sign In/Out Clipboard. Written reports are given in the case that a child is hurt or if he/she harms another child. Snack Menus, schedules and other notices are posted on a Bulletin Board within the classroom. Emails are sent regularly and important information is posted on the website.

Newsletter: A monthly newsletter will be 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.

Lesson Plans: Your child will have monthly lesson plans posted in the classroom and on the SMS website. Weekly lesson plans will be emailed. SMS combines a well structured plan with an emergent curriculum. We treasure those teachable moments! Structure establishes routines and is reassuring to the children. The flexibility allows a teacher to flow with the mood the class and supports stress free environment for everyone.



Please visit school website for Lesson plans and other information including special events and holidays!

Galaxies room:

Center Play: We have well defined centers in our classrooms.

A limited number of children allowed in a center at a time.

This promotes uninterrupted play/learning and also helps to maintain a safe environment.

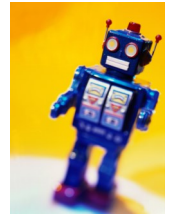
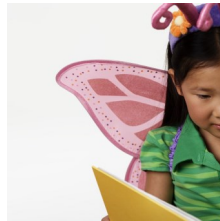
***Block Center:** Building structures with wooden blocks teaches math, geometry, and spatial relations while encouraging imaginative play and promoting problem solving skills.

***Manipulatives Center:** Manipulatives help develop fine motor skills as well as hand-eye coordination. It also encourages thinking skills such as, counting, sorting and categorizing. Activities include: linking blocks, connecting toys, lacing cards, Legos, beading, and puzzles.

***Dramatic Play Center:** Children dramatize the stories and lessons they learn. They synthesis personal experience with new knowledge. They use their imaginations and practice oral language skills as they create characters and tell stories. Our center includes a play kitchen, dress-up clothes and puppets.

Individualized Learning Time: Teachers will work with individuals or small groups (2-4 children.) Fun activities are designed to teach children considering individual needs. Each child gets at least 30 minutes per week of small group instruction with the teacher. Math instruction will include number recognition, counting, and sorting. Language Arts instruction will include: letter recognition, phonemic awareness and writing. Children are encouraged to use higher level thinking skills by answering open-ended questions.

Circle Time: We hold two circle time sessions everyday. We have up to 20 minutes in the morning and 20 minutes in the afternoon. Circle time is group instruction that includes: stories, songs, Spanish, Sign language, and open ended questions. During Circle Time, we address our monthly topic. We also cover our Letter of the Week and our Question of the Week. The questions are open-ended to encourage higher level thinking skills. We use a Lakeshore Circle Time Learning wall Chart. It includes a calendar and weather. This helps us practice math skills such as sequencing and counting. We add books related to our monthly theme to the classroom library each month as well as songs. Some other goals for circle time include encouraging attention span, increased language development by acquiring new vocabulary related to our theme and social interaction.



Show & Tell: Children are encouraged to bring in a special item to share with friends. It can be a picture, book, a pet, or a toy. Please check with your child's teacher to make sure that the toy is not interfering with your child's day here at SMS.



Lunch/snack clean up: We like to eat outside when the weather is nice. Children are encouraged to serve themselves and to pour their own water for drinking. To teach responsibility, your child will be asked to help clean up after he/she is finished eating. We provide clean rags, spray bottles with soap water to help clean the tables.

Nap Time: Nap time is for 2 hours from 12 noon – 2:00 pm. If your child is not napping here, we expect your child to have a quiet time to rest for at least 45 minutes. At this time the teacher will be busy assisting other children with nap. After nap, children will be encouraged to fold their blankets and store the nap stuff in their cubbies. **Please make sure all nap stuff goes home for laundry on Friday!**

Helpers: We encourage children to take responsibility for their community. We have a Helpers Chart posted in the class room. Job positions include: lunch helpers, nap mats helpers, plant watering helpers... and more. We post a daily sheet on the sign-out clip board about your child's day here at Sun, Moon and Stars. It contains information about your child's day including: snack, nap, academics and special activities.

Some of the special activities we offer are:

- *Cooking
- *Sensory play
- *Gardening
- *Music: African drums and music and Guitar
- *Yoga



Note: Parents are welcome to volunteer for story time, gardening, cooking and other activities

Assessments: Your child will be assessed every 6 months. You will be informed of your child's growth and developmental milestones.

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. For a student to arrive at this time may be disruptive. If it's really important (doctor's appointment), talk to your child's teacher.

Extra change of clothes: Please make sure you have 2 extra changes of weather appropriate clothes at all times at the center.

Water bottle: 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 initials. 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 and Snack: We do not have a cafeteria on site, so we require parents to pack a lunch and snacks every day. This allows parents to have more control over what their children eat, and it accommodates Please pack a healthy meal for your child. We encourage parents to pack fruits, vegetables, whole grain breads, protein source, nuts. Avoid packing sugar items, colored drinks, or candy.

It's very important to us that your child is eating while in care and we respect individual family choices.

Bug spray/ Sunscreen: Please make sure your child has bug spray and sunscreen and labeled with your child's name. Never leave them in your child's cubby as children can access the cubby and this can be hazardous. Leave them with the teacher in care. So they may be stored away in a locked cabinet. Bug spray and sunscreen cannot be shared with friends as they are medicine and can cause an allergic reaction. We recommend organic products such as Burt's Bees bug spray.

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

Tuition: All monthly tuitions are due by the 5th of each month. Talk to the director if you 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 reasons. If your child is out for a week or more without notice, your child's enrollment will be terminated and you will be required to re-enrollment only if there is a spot available.

Social Development:

Building Trust and Emotion Security:

Connect with three-year-olds on a daily basis, such as at naptime or lunch time

- Respond with affection and care when approached by upset or hurt three-year-olds
- Encourage independence and participation in new situations (“Go ahead, you can do it!”)

Self Awareness:

- Describe and name emotional gestures, actions, words, and feelings
- Offer activities for creative play and arts (clothing choices, art projects, etc.) Show interest in three-year-olds’ conversations about experiences and activities
- Give three-year-olds chances to take on different roles and chores (wiping tables, watering plants, sorting materials, getting the mail, etc.)
- Invite three-year-olds to talk about their family members and friends, and help children use words indicating relationships, such as “sister,” “brother,” “grandmother/grandfather,” “aunt/uncle,” “cousin,” etc.
- Respond to three-year-olds’ interest in physical differences in each other
- Read books that teach three-year-olds about familiar community places and activities, such as the post office, grocery store, fire station, library, etc.

Self Regulation:

Offer guidance and comfort when three-year-olds are having trouble with their emotions and behavior

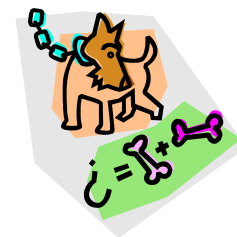
- Have a quiet space for three-year-olds to go when they are having trouble with their emotions and behavior
- Positively recognize three-year-olds for expressing and controlling intense feelings like anger and frustration (“You used your words, Eva, even though you were frustrated.”)
- Discuss upset feelings with three-year-olds when they have become calm (“I am glad that you feel better now. You seemed angry; was it because you didn’t get your toy?”)
- Talk about and use consistent rules, and praise toddlers when they follow the rules
- Use pictures to explain rules and schedules and keep lists of rules positive and short

Relationship with others:

- Provide many activities and experiences for three-year-olds to do with others (pretend play, art activities, outside play, etc.)
- Help three-year-olds join ongoing play; for shy three-year-olds, more encouragement may be needed
- Help three-year-olds who have arrived late join in activities, by saying welcoming and encouraging words (“Come play with us!”)
- Support three-year-olds’ play with others by staying nearby and assisting them with resolving their problems
- Continue to show how to share control

Problem Solving

Problem Solving Indicators:



1. Experiments with different uses for objects

2. Shows imagination, creativity, and uses a variety of strategies to solve problems

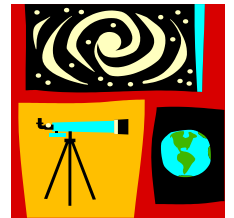
3. Applies knowledge to new situations

4. Begins to develop interests and skills related to numbers and counting

- Play “hide and seek” games with people and with toys (hide a toy under one of several cups or cloths and let child find it)
- Set up your surroundings to allow new ways of problem solving, and notice when three-year-olds solve problems
- Give three-year-olds simple jigsaw puzzles (six-eight pieces) and help them learn to connect parts of the picture by fitting correct pieces together
- Celebrate counting and include counting during daily routines (“Do you see the crayons? How many do you see? 1-2-3! Yes, there are three crayons!”)
- Give three-year-olds materials to practice measuring, comparing, and sorting
- (“So all the blue ones go over
- Ask questions related to sorting and measurement as the children are engaged in those activities (“So all the blue ones go over here and all the red ones go here? Where do all the yellow ones go?”)

Science and Discover:

- Take notice of three-year-olds' interest in the natural world and call attention to details of nature or use a magnifying glass to help children focus on details of rocks, leaves, etc.
- Take time to answer three-year-olds' questions about their world (discuss daily changes in the weather or ask them to predict what might come next)
- Describe basic colors and shapes and begin teaching more complex colors/shapes
- Give three-year-olds opportunities to repeat and explore simple patterns (blue block, red ball, blue block, red ball)
- Praise three-year-olds as they repeat actions



Memory:

- Ask three-year-olds what songs and books they would like to sing/ read
- Ask three-year-olds to tell you what they think will happen next in familiar book or story
- Ask three-year-olds simple questions about past experiences and respond with interest to their answers
- Point out landmarks and signs as you drive or walk around the neighborhood
- Ask three-year-olds questions that use their memory (“Which way do we go now?”, “Do you remember who lives in this house?”, “Do you see the library?”)

Math, Discovery, Literacy and History are included in the day as it occurs naturally with the related literature and classroom routines. For example, math will occur naturally as the children count friends, decide how many cups are needed for snack and create graphs of favorite pets.

Songs and poems provide counting and number recognition skills. The Very Hungry Caterpillar naturally leads to counting how many foods were eaten and how many segments are found on the caterpillar's body. The growing of plants, caring for classroom pets and weather observations all provide multiple opportunities for science explorations and observations. Jack and the Beanstalk is the type of literature that naturally leads to extended science activities. Economics, Geography and History all naturally occur as we learn about Thanksgiving traditions of the past and present, family cultures, careers parents have, and choices we make that can be classified as needs and wants. The Elves and the Shoemaker is an example of literature that lends itself to discussions of needs and wants as well as personal responsibilities and cooperation.

Pause during reading to allow three-year-olds to fill in repetitive phrases when reading or saying rhymes

- Praise children for reading their own way
- Ask questions and talk to three-year-olds about the electronic media (webpages, e-books, recordings) they use (rather than only letting three-year-olds listen or click through pages independently)



- Recognize three-year-olds' interest in books and reading and encourage them to explore or read books on their own
- Continue asking three-year-olds to name, locate, describe, count, and talk about events in books and help them add details to their responses
- Talk to three-year-olds about things that are not directly stated in books so they can learn to make inferences “I think he’s feeling jealous and that’s why he...”, “I bet it’s winter in this book.”)
- Sing songs that play with the sounds in language
- When three-year-olds see print in more than one language, point out important differences across languages
- Provide opportunities for three-year-olds to imitate adult writing and reading activities during pretend play (in the home center: “Do you want to write a grocery list?”)
- Explain that letters are put together to make words while reading with three-year-olds (“This word says ‘dog’ – it’s spelled d-o-g.”)
- Continue to talk to three-year-olds about print that is in their surroundings and ask them to talk about what it says and means (“It’s Tevin’s birthday. What do you think this birthday napkin says?”)
- Recognize three-year-olds' pride in their knowledge and ask them to tell you which letter names and sounds they know
- Continue to have conversations with three-year-olds as you write together and be more specific about how you write (“I’m going to

The Galaxies program also includes **large motor play** that will be outdoors when the weather permits, or indoors during inclement weather. During this time, the children are able to build body awareness and strength, develop life long fitness skills, and improve social skills and cooperative behaviors.

- Provide a variety of play areas for climbing
- Play games with three-year-olds that include hopping, standing on one foot, walking backwards, etc.
- Encourage three-year-olds to climb on fun equipment like a jungle gym at the park or playground

Use games and songs that involve movement and exercise (“Hop like a bunny.”)

Fine Motor play:

- Provide three-year-olds with tongs and clothespins to play with and practice picking up small objects
- Make a scissor station in a box with safety scissors and paper, and ask three-year-olds to try to cut out shapes, words, and pictures
- Ask three-year-olds to write and draw and provide fun materials for doing so (colored pencils, crayons and markers, paper of various colors, pens, markers, etc.)
- Encourage three-year-olds to dress themselves and celebrate their attempts
- Encourage three-year-olds to use utensils while they eat and celebrate their success in doing

