



The Sunflowers



Sunflowers Daily Schedule:

7:00 - 7:45	Breakfast and Center Play in Moon Explorer's Room
7:45 - 9:00	Outside Time
9:00 - 9:25	Circle Time (Songs, Spanish, Sign Language, Story Time)
9:25 - 10:00	Center Play (2:1 ratio for individual learning time)
10:00 - 10:45	Outside Play
10:45 - 11:00	Clean-up, come inside, wash hands
11:00 - 11:45	Lunch
11:45 - 12:00	Clean up from Lunch, prepare for Nap (wash hands, restroom & quiet reading on mats)
12:00 - 2:00	Nap Time
2:00 - 2:30	Clean-up (put away nap mats, blankets, etc.)
2:30 - 3:00	Snack Time (wash hands, restroom)
3:00 - 3:25	Circle Time (Songs, Spanish, Sign Language, Story Time)
3:25 - 4:00	Center Play (2:1 ratio for individual learning time) Arts and Crafts or Sensory Activity
4:00 - 6:00	Moon Explorer's combine with Sunflowers for



Sunflower's Daily Sheet

Teacher: _____ Date: _____ Day: _____

At Circle Time we did:

Books/Stories	
Spanish words	
Sign Language	
Special	

Individual Learning time: _____

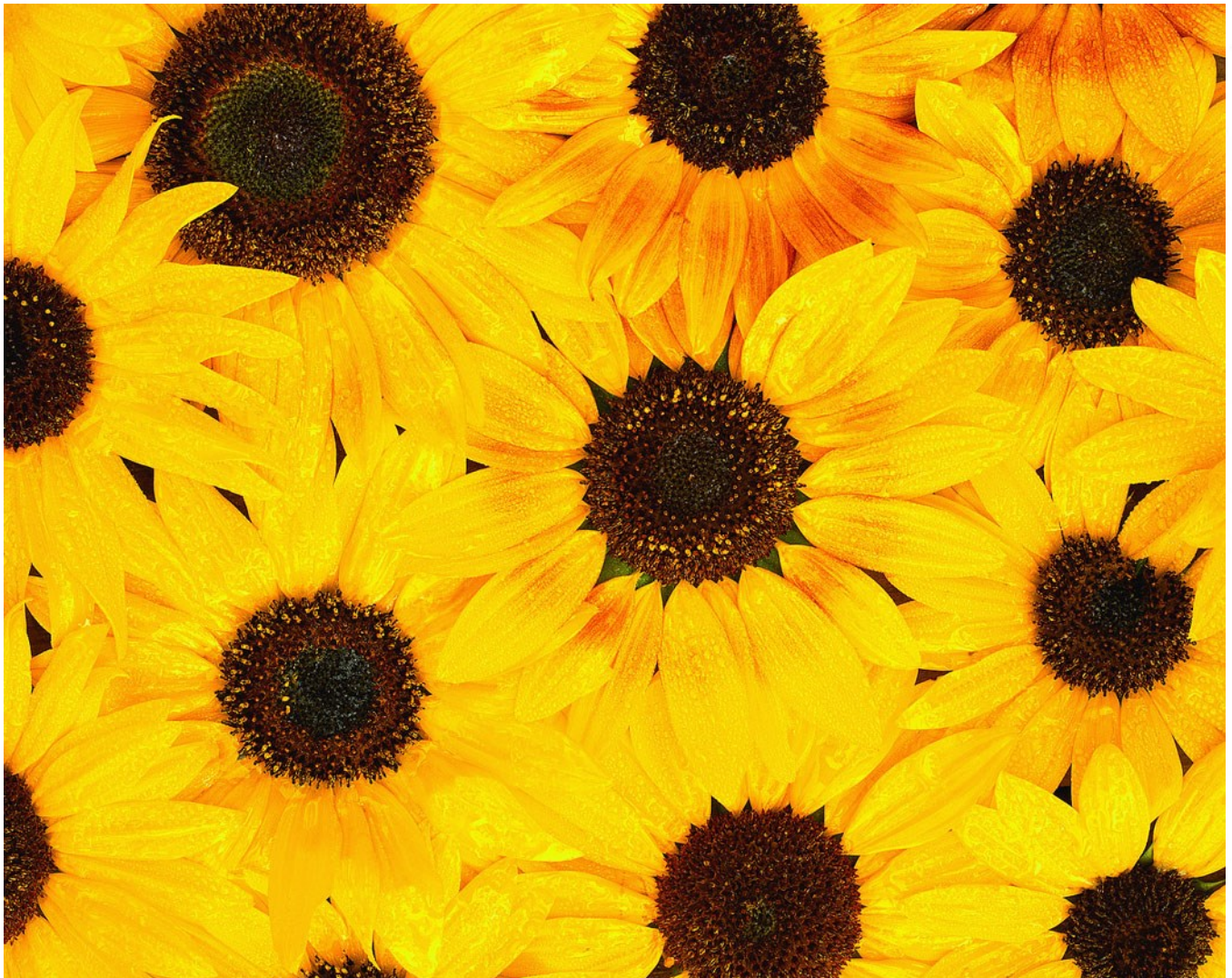
Special Activities: _____

For snack we ate:

Nappers:

Non nappers:

Reminders:



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!



How we play in the Sunflowers room:

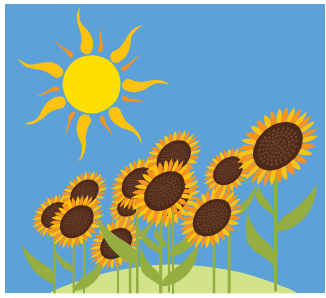
Center Play: We have well defined centers in our classrooms. A limited number of children allowed in a center at a time. This promotes uninterrupted play/learning and also helps to maintain a safe environment.

***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.



How we learn and play in the Sunflowers room:

Individual Learning Time: 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.

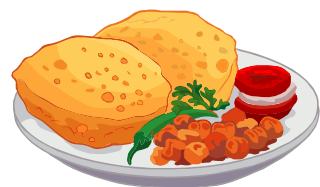
Drop off time: All children should be dropped off before 10:00am or after 2:00pm. Between this time, classes are busy with instruction, lunch and nap. For a student to arrive at this time may be disruptive. If it's really important (doctor's appointment), talk to your child's teacher.

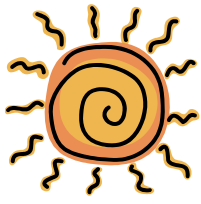
Extra change of clothes: Please make sure you have 2 extra changes of weather appropriate clothes at all times at the center.



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.

Behavior Issues: As caregivers, we need to be aware of any specific needs that your child may have. Parents must disclose at the time of enrollment if there has been past aggressive behavior or other concerns. If a child exhibits behaviors that are perceived to be dangerous to himself or others, the child's parents will be called to pick him/her up from school until the child is able to cooperate in a group setting.

If a child shows patterns of unacceptable behavior, teachers will document the behaviors and inform the child's parents as well as administrative staff. A Parent Teacher conference may be called to develop a behavior improvement plan. The goal is to help the child transition to appropriate behaviors so that he may be able to continue in the classroom.

Biting Redirection: The term mistaken behavior is used rather than misbehavior at our center. Also, the child's teacher and parents will work together to make sure the same language and redirection is being used in the home and at the center. One thing we have found works effectively to decrease the biting in this age group is the “going public” approach which includes explaining the problem directly to the children and teaching them that when they feel a child is about to bite them, to firmly say “stop!” to that child and put their hand up as they say it. Your child's teacher will also focus on teaching the children non-hurting communication techniques.

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.

At Sun Moon and Stars, We follow the
“Principles of Care Giving” by Magda Gerber.

Principle 1: Involve infants/toddlers/preschoolers in things that concern them.

- For example, ask if a child wants a hug, is finished with certain toys, etc.
- Give advanced warning that you are about to help them.
- Assist, as capable, in self-care tasks.
- Give opportunities to make age appropriate choices.

Principle 2: Invest in quality time

- Get on child’s level to view room.
- Engage in child directed activities *with* children (play with them).
- Respect when children want to interact or want to play alone.
- Offer comfort when appropriate.
- Create time to be with children, i.e. care giving times.

Principle 3: Learn child’s unique ways of communicating and teach yours.

- Speak normally to children (no baby talk).
- Verbally express what we see the child is doing (expanding vocabulary).
- Provide or model words which pertain to and/or will help them work through situations.

Principle 4: Invest time and energy to build a total person.

- Learn each child's individual way of learning
- Provide time for uninterrupted play and freedom to explore and interact with other children.
- Offer activities to foster a well-balanced development.

Principle 5: Respect children as individuals.

- Acknowledge/label feelings
- Allow children to move at their own pace whenever possible.
- Acknowledge the unique characteristics of each child.

Principle 6: Be honest about your feelings.

- Let children and co-teachers know how you feel about any given situation.
- Honor the child's feelings and your own as well.
- It's okay and important to model appropriate expressions of emotions.

Principle 7: Model the behavior you want to teach.

- Modeling is a very important teaching tool. Children learn by watching important figures in their lives.
- Children exhibit the behaviors that are modeled for them: for example, teachers will model washing hands before eating, talking about problems calmly, cleaning up spills, taking turns with toys, etc.

Principle 8: Let children solve their own problems.

- Children learn best by doing.
- Our goal is to encourage the children to be independent, self-confident, inquisitive learners.

- When children are learning a new skill, teachers will set up the situation to aid successes. For example, when learning to put on his/her own shirt, a teacher might lay shirt flat on a surface and verbally direct child to grab shirt from bottom and pull over his/her head.
- When children encounter a problem, teachers will first ask open-ended questions to help the children solve their own problem rather than solving it for them. Likewise, when children want to gain more information about something, teachers will ask open ended questions to facilitate independent thoughts before offering information.

Principle 9: Build security by teaching trust.

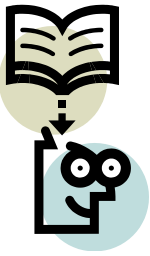
- Respond to children promptly
- Provide clear and consistent guidelines/limits.
- Verbally let them know we are there if they need help.
- Provide a safe environment both physically and emotionally.

Principle 10: Be concerned about the quality of development in each stage.

- Make frequent observations of the children and document developmental growth “Anecdotal.”
- Make Individual Development Plans (IDPs) for each child.
- Allow the children to develop at their own rate but at the same time provide challenges to encourage further development.



Sunflowers developmental Goals:



Sunflowers class offers a literacy program for young children that include experiences in listening, speaking, reading and writing. Research shows that children that progress well in literacy are the children that have experiences rich in literature, language and writing. Interactive Play allows the children to play, explore and develop social skills. Art and sensory activities are provided. During this time, the teacher works with individuals and small groups to develop written expression. The children are engaged in journal writing, dictation and book making. This is when children develop an awareness that ideas can be written. They are given many opportunities to progress through the developmental stages of writing.

The day begins with Circle Time that includes the welcome songs and wall daily chart. At this time, the children learn new songs and poems that allow children to develop listening and speaking skills. Creative dance and movement activities are included.

Every day includes Story Time with a literature rich book. At this time, the children are given the opportunity to engage in oral expression, vocabulary development, print and book awareness. The wall chart offers activities like estimation, weather, rhyming words,

During Learning Centers, the children work in small, teacher directed groups. This time provides literacy activities that focus on phonological awareness, letter recognition and word recognition. The children play rhyming games, use picture and word sorts, trace, model and create letters, play Bingo letter recognition games, play letter/sound matching games and work on name puzzles. In addition, they work on story related art projects to increase the understanding of characters, setting, illustrations and story retelling

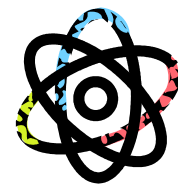


Math, Discovery and History are included in the day as it occurs naturally with the related literature and classroom routines. For example, math will occur naturally as the children count friends, decide how many cups are needed for snack and create graphs of favorite pets.

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

This Sunflowers 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 Skills:

- 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