

# Older Twos

## Classroom Handbook



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Dear Parents,

Welcome to the Older Two's class! I am very excited to have you join our class this year. We hope to develop a wonderful relationship with you and your child. It is my goal to help you and your child feel welcome. Our goal is to provide a fun, loving and secure environment for your child while you are away.

My career taking care for little ones began as a home child care provider began in January of 1993 while my husband was in the Navy. We decided to make Pensacola our new home. Soon after arrival I was lucky to be employed here at ERCCD. I began as a teacher's assistant in the Infant/Toddler program in September of 1999. The following year, I became the lead teacher for the Older Two's classroom and I have been there ever since!

My education and training in early childhood education consists of a National Development Associate and completion of all required training for the development of infants, toddlers and preschool programs as mandated by the department of children and families. I am also a certified trainer to help other teachers build a developmentally appropriate program.

My staff and I will do everything possible to help you and your child make a smooth transition into our classroom!

Thank you,  
Claudia Moncada



# Older Twos' Daily Schedule

**7:30** – Arrival in Young toddler class - Breakfast – Free play

**8:00** – Move to Older Twos class

**8:45** – Diapering/toilet needs/ free play

**9:00** – morning snack

**9:30** – Circle time – Story time – Teacher directed learning activities –  
Art – Free choice of centers

**10:30** – Outdoor play

**11:15** – Lunch Time

**11:45** – Diapering/Toileting needs – self reading

**12:00** – Nap/Quiet time – Quiet box

**2:30** – End of nap – Diapering/Toileting needs – Prepare for snack

**3:00** – Afternoon Snack/free play

**3:15** – Recap on lesson plan

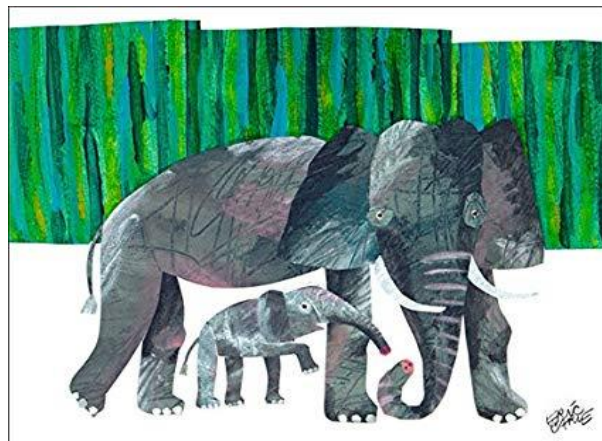
**3:30** – Outdoor play Diapering/toilet needs

**4:15** – Diapering/toilet needs

**4:30** – combine class with Young toddlers - free play – prepare children for pick up

**5:00** – clean up classroom

**5:30** – Center closes





## Important things to bring to school

We have specific places and cubbies for the children's needs at school. Please familiarize yourself with these cubbies in order for you to know where to place and find things when they are necessary.

- **Nap time cubbies** – Please provide blankets large enough to cover your child and a travel size pillow. (No standard size pillows or twin-size blankets please.) Children will be taught to put away their own sleep time items and the proper sizes makes it easier for them to be successful at this task.
- **Extra clothing cubbies** – Children's extra clothing will be placed in these cubbies. We need these items to be easy to reach, especially during potty training time.
- **Diapers/Underwear drawers** – These will be in the bathroom for easy access. You are welcome to bring large containers of diapers. We will notify you when your child is running low!
- **Lunchboxes** – Please provide a nutritional lunch along with your choice of drink for your child's lunch. Lunchboxes can be placed in the lunchbox bin located near the refrigerator. Place any items needing to be refrigerated in refrigerator. **Label every container and items, please.**

**The Department of Children's and Families ask that all of the children's food items are labeled. Please label individual containers that need to be placed in the refrigerator.**

If you have any questions please feel free to ask any one of us in the class for help.



### Things to know

- **Dropping off** – The staff will be ready to assist you each morning during this difficult time. If you would like, your child may bring a toy from home to help ease the transition. Your child will not have to share this special toy, it is for their comfort only.
- **Arrival cut off time** – **The preferred time of arrival is 8:30 to allow your child time to adjust to her new day before group activities begin. Center policy is no later than 9:30. It is important that they arrive at a good time in order for them to experience the full program. Please let the teacher know if your child is scheduled for an appointment ahead of time.**
- **Medication slips** – In order for staff to administer medication, a medication slip must be completed in full with specific times and dosages. The dosage will need to match the prescription or the directions for over the counter medications. Medication slips for antibiotics may be filled out for up to a week. A slip will also be needed for diaper cream. **Please label your child's medication.**
- **Illness** – If your child is mildly ill he/she is welcome to attend. If your child is contagious or has a temperature of 100 or above we ask that you keep your child at home to help us prevent the spread of disease. Should your child become ill or develop a fever of 100 or above, you will be called to pick up your child. Child may not return until child has been fever free without medication for 24 hours.

- **Playtime** – Children need to be dressed in “play clothes” that will allow them to play as well as explore a wide variety of activities. This may include messy activities, such as painting! Please keep any items you treasure home.
- **Outdoor Play** -- For safety reasons, shoes worn for outdoor play should be well fitted and closed-toed. For maximum safety and the encouragement of large motor development, sneakers are preferred. **No crocs or open-toed sandals are allowed outside.**
- **Playground** -- Due to the addition of another classroom, the Older Two’s class will use the larger playground in the springtime to prevent overcrowding in the younger outdoor play area.

The cubbies have been labeled for your convenience to ensure proper placement of all items. If you need any help in the morning, please let one of the teachers know and we will be glad to help.

We thank you for your cooperation and for entrusting us with the care of your child. We will love being a part of their life. If you have any questions or concerns, please do not hesitate to ask!

Older Two’s Staff



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## Meal times

**Breakfast** – Morning times can be very hectic! Many children will need attention and comfort from the staff. Please bring an already prepared breakfast for your child. We will be happy to re-heat the meal when your child is ready to eat. Tables will be cleared at 8:30 to allow space for the children’s activities. If you’re child has not had breakfast by this time, we will be happy to serve it to them with snack at 9:00 a.m.

**Snack** – Snack is provided by the center at 9:00 a.m. and 3:00 p.m. Please let us know of any allergies or special meal time needs your child may have so that we may accommodate accordingly.

**Lunch time** – Please provide a nutritional lunch along with juice, milk, or water (we do not provide juice). Water is our preferred choice of drink. Due to limited space we are unable to store extra juice or food in the refrigerator. **You may bring leftovers for us to reheat but we ask that you not bring frozen meals or easy macs.** Meals such as these require too much preparation and wait time before your child can eat his/her lunch. **If you are using a divided dish please place things to be heated in a separate container. Remember to label all plastic lunch containers and cups in the morning.**





## Potty Training

We would like to welcome you to the Older Two's Classroom! If you are now potty training or are interested in your child getting potty trained, this is a must read for you! ☺

Please be patient. Keep in mind that age is not an indicator of readiness. When adults are ready to move forward with potty training and the child is not ready physically or mentally, this can become a very difficult process. I believe the children will thrive with patience, understanding, and time.

First two weeks – We prefer the children are comfortable with us and their environment before attempting to potty train. We will observe your child's potty activity during this time and we will let you know if your child is showing signs of readiness. At this time, we will inform you to be sure you are on board with this decision! We will then give you a list of things to bring to help ease the transition. We will not discourage children from sitting on the potty if that is the child's wish. However, in order to focus better on each child's individual potty needs, we will only potty train a few children at a time.

Easy on, easy off clothing is best for potty trainers. Time away from paly is important for the children. The faster we can get them in and out of the bathroom the better for them. Easy on, easy off clothing enables us to get the pottying done faster and more efficiently especially when we are potty training more than one child, at one time. This type of clothing also minimizes accidents. Children often wait till the last minute to say they have to go. By the time we see their desperate need, it is too late! **NO ONESIES, JUMPSUITS, BELTED PANTS OR OVERSIZE DRESSES. This type of clothing makes toilet training difficult for all of us involved.**

***Underwear*** – Please keep in mind that at school, certain things have to be done differently! We have to consider the cleanliness of our class environment. While we have fewer children in our class right now. It is most important that we keep cleanliness a top priority. We will eventually have 15 children in our class moving everywhere. Therefore, it is important that we keep accidents to a minimum before transitioning children to underwear full time. When a child continues to have bowel movement accidents, it is best for us to wait until they become more regular with their bowel movements. Once the child is doing well, the transition to underwear will be made.

**Once your child makes the transition to underwear please provide plenty of underwear, pants and socks for your child. We will notify you when your child is running low on these items. We are unable to wash wet or soiled items at school, these items will be bagged and sent home. You will be asked if you want badly soiled underwear to be thrown away or bagged and sent home. We do not wash soiled Underwear at school.**

Thank you for your patience and understanding with this difficult process.





## Child Development Milestones

### 2-3 year old

It is our goal to provide a developmentally appropriate play-based environment. We believe children learn best when they are actively engaged in a variety of learning experiences that foster age appropriate developmental milestones.

Child development tends to follow a fairly predictable path. It is important to remember that every child grows and develops at his or her own pace. Please review the child development milestones for ages 2 to 3 years of age.

#### Physical Development:

- Children's muscles grow stronger and coordination improves, though toileting accidents may happen occasionally, especially at night.
- Food may sometimes get spilled.
- Love to use their large muscles. They become stronger and their coordination improves greatly during the year. They can jump and begin to alternate feet when climbing stairs, kick a ball and build high towers with blocks.
- Small muscle coordination increases. Drawings are more deliberate. Threes can lace shoes, button and zip.
- Toddlers become more aware of the world. They are curious and want to experiment with cause and effect. They take things apart with glee.
- Cannot yet distinguish real from pretend. Fact and fantasy are interrelated.
- May begin to recognize the names of some letters or numerals, but do not yet understand what they mean.
- Become aware of likeness and differences.
- More aware of immediate time.
- Can put their own toys away, if they are supervised as they do so.

### **Cognitive Development:**

- Increasingly able to use tools, draw with markers or crayons, use cookie cutters with clay, hammer peg boards, play simple musical instruments and balance blocks.
- Name what they are making
- Want to do everything possible for themselves e.g. eat, go to the bathroom, brush teeth, wash hands. They may need assistance however, with more complicated tasks.
- Can do puzzles with between 5 and 10 pieces.
- Can choose from two or three alternatives. They can choose what they want to do during free play.
- Can usually count as high as 5 or 10, can count from 3 to 5 objects.
- May begin to recognize the names of some letters or numerals, but do not yet understand what they mean.
- Begins to play make-believe, asks “why” questions three-year-old make become more involved in more complex imaginary play.
- Begins to sort objects by shape, color or object. Correctly names some colors
- Scribbles. May begin to make more deliberate drawings. Name what they are making.
- Can choose from two or three alternatives. They can choose what they want during free play

### **Language Development**

- Speaks about 50 words. At age 3 will speak about 250-500 words. May begin to answer simple questions.
- Link two words together and progress to speak in three and four-word sentences. May speak in complete sentences.
- Uses some adjectives (big, happy). Will progress to use pronouns (I, you, me, they) and some plurals
- Speak clearly enough for parents to understand some of the words and progress to speaking clearly enough for strangers to understand.
- State first name and move on to first name and last name.

## Social/Emotional Development

### Two's

- Becomes aware of his or her identity as a separate individual.
- May become defiant
- Becomes interested in playing with other children.
- Separation anxiety begins to fade.
- Are increasingly less willing to hold an adult's hand while walking.
- May cry, suck their thumbs, hit, or use other toddler-like behavior when they are afraid or upset.

### Three's

- Imitate parents and playmates
- Learning to take turns
- Expresses affection openly
- Easily separates from parents
- Older threes are affectionate with younger children. They may begin to select special friends in their own age group.
- Express feelings.
- Have a delightful sense of humor.
- Develop a sense of gender, age, language, and culture.
- Can spend fairly long times at tasks of their chose.
- Are beginning to develop some self-control. They may still be easily frustrated.
- Are very proud of their achievements and begin to feel independent.
- The ideas of ownership and sharing are beginning to be understood.





## What children learn when they play?

### Blocks:

- They learn to use their imagination to create something from their own thinking
- They gain the satisfaction of being able to make something
- They learn about size, shape, weight, balance and height
- They exercise their body
- They are learning cooperative play when playing with others

### Outdoor play:

- They learn how to use their body effectively
- They experience joy in achieving a skill
- They learn safety and caution
- They learn to take turns and how to share a piece of equipment
- They learn patience

### Housekeeping Area:

- They learn what the roles of mother, father and children are
- They understand what it feels like to pretend being somebody else
- They learn how to use their imagination
- They learn how to cooperate with other children

### **Puzzles and manipulative:**

- They have opportunity to work alone or together with other children
- They learn to problem solve
- They build self-confidence
- They learn to use their imagination
- They have an opportunity to increase eye-hand coordination

### **Book and Reading Area:**

When listening to stories children:

- Increase their listening skills and improve self-regulation
- Have an opportunity to increase their vocabulary
- Gain an understanding of the relationships between the written and spoken word
- Learn about many different concepts, people, places, and things
- Their mind is stimulated when visualizing the thing they hear about

### **When children choose the book center:**

- Increase skills in making choices and decisions when they choose a particular book to read
- Learn that a quiet, alone time can be pleasurable

### **Art and Drawing Area:**

- They are more concerned with the process rather than the finished product
- They learn about colors and how to create new colors by mixing them together
- They learn to use their imagination to transfer ideas to paper
- They receive emotional satisfaction from the ability to express themselves
- They learn to use small muscle coordination to handle a crayon, marker, pencil, or paintbrush
- They learn how to use materials such as scissors, glue, and paper to create something

### **Remember:**

It is the process the child goes through that is important, **NOT** the finished product.

### **Play dough and Clay:**

- The child is more concerned with process of molding the material, not the finished product
- They learn to use their imagination and transfer their ideas to clay or play dough
- They receive emotional satisfaction from being able to express themselves
- They learn to use and exercise their small muscle coordination

### **Sand and Water Table:**

- They find it soothing and relaxing to bury their hands in the sand, or to pour water in and out of cups
- They are able to relax with these materials and center their attention on the task at hand
- They have an opportunity to play alone and not compete with other children
- They gain an understanding of which objects float or sink in water
- They are not concerned with a final product outcome, therefore they are not frustrated

### **Cooking activities:**

- They learn to follow directions and are engaged in an activity that stimulates their senses
- They have the opportunity to increase small muscle coordination when using a variety of cooking utensils
- They learn mathematical concepts through measuring and counting

