



Moondrops Class



Moondrops Daily Schedule



7:00am – 8:00am	Arrival, Breakfast and quiet activities
8:15am – 9:00am	Free chosen activities
9:00am – 9:15am	Circle Time (stories, songs, fingerplays, Sign language)
9:15am -9:45am	Dress up / Music & Movement with instruments
9:45am –10:00am	Diaper change/ Wash Hands
10:00am -10:45am	Outdoor play
10:50am – 11:00am	Diaper change and Wash Hands
11:15am – 11:45am	Lunch time
11:45am – 12:00pm	Get ready for Nap Time/make beds, diaper check
12:00pm – 2:00pm	Nap Time
2:00pm – 2:45pm	Diaper Change and Wash Hands/Snack Time
2:45pm – 3:00pm	Free Chosen Activities
3:00pm - 3:15pm	Circle Time (Spanish/Sign language)
3:15pm -3:45pm	Art Activity or Puzzles
3:30pm – 4:30pm	Outdoor Time(Diaper checks)
4:30pm – 4:45pm	Diaper Change and Wash Hands
4:45pm – 5:00pm	Snack
5:00pm – 5:30pm	Free Chosen Activities



Sun, Moon and Stars Learning Center
Moondrops Daily Activity Sheet

Date: _____

Name: _____

arrival time: _____

Woke up at: _____

pick up time: _____

Parent's comments:

Diaper changing log:

Time							
Wet/BM							

Nap: _____

New Words _____

Bottle Log:

Time							
Quantity							

Meals: S- Some M-Most A-All N-None

Meal	Breakfast	AM Snack	Lunch	PM Snack
Time				
Food Offered				
How much did I eat				

Theme:

Activity _____

Spanish _____

Sign Language _____

Your child needs: Diapers

Wipes

Formula

Food

Clothes

Sippy Cup

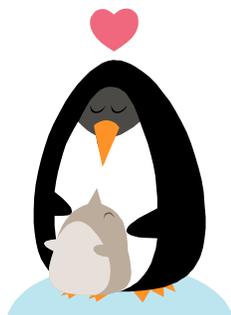
Other:

Note from the teacher: _____

Tips For Dropping Off, Visitors & Family:

- Please enter the room quietly and slowly. Some of the children may be sleeping or playing behind the door.
- When entering the Moondrops room, take off shoes or slip into the shoe covers by the door. This helps to keep floors clean for your child.
 - Please close the classroom door or gate door behind you.This is a very important safety issue. The children are quick and eager to explore different areas.
- Older siblings must always *use walking feet*. Running and jumping are natural for 2 to 5 year old children, but very dangerous in an environment where children move very slowly or trip and fall easily.
- Personal toys are best left at home. If they must come to school, they need to be stored in your child's cubby.
- Please do not sit on the shelves or tables. We as adults are important role models for children. If they see adults sitting on the furniture the children get the idea that this is an appropriate behavior.
- In Moondrops room, the children must always be seated when they are eating or drinking. This is a safety precaution we take to prevent choking.
- If you have any questions or comments, the staff of the Moondrops room will gladly discuss them with you. We have your family's best interest at heart and hope to serve you in all areas.

***All visitors must report to the front desk and must wait until they are helped by one of our staff. This also applies to the pick up by family and friends on the first few visits. Please bring in your picture ID at pick up.**



What Parents Need To Know



Clothing & Supplies:

- The parent must supply disposable dia-
pers, wipes and diaper rash cream; cloth diapers are not acceptable at the Center.
- Pre made bottles need to be provided each day from home. Extra formula and bottles may also be provided (in the original container) by the Parent just in case your baby is extra hungry. In this case, water must also be provided from home. We do not serve babies tap water.
- Label all items with your child's first name and the first letter of the last name.
- This includes clothes, diaper bags, diapers, pacifiers, etc.
- Closed toe shoes must be provided for mobile infants/toddlers to go outside and play.
- Do not bring valuable or sentimental items to the classroom.
- Several changes of clothes (including a hat) must be provided for when the Children's clothes become soiled and/or the weather changes.
- In order to maintain a healthy environment for the staff and children, soiled clothes will not be cleaned at the Center.



Parent Communications:



Teachers will send home a daily sheet that will help communicating of information relating to the child. Written reports are given in the case that a child is hurt or if he/she harms another child. The monthly newsletter, schedules and other notices are posted on a bulletin board outside the classroom. Weekly emails are sent to parents with information about the special activities, Spanish and Sign-Language, books, and songs your child has been offered and important information is posted on the website. Parent-child meetings will be offered every 6 to 8 months. **Parents are welcome to address any concerns they may have by calling a meeting with the concerned Teacher.**

Newsletter: A monthly newsletter will be emailed as well as posted on the website. The newsletter contains information about our Theme and/or Topic and instruction for the month. 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. SMS combines a well structured plan with an emergent curriculum. 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 info including special events and holidays!

Classroom Play: Children enjoy a variety of activities each day such as art, sensory games, puzzles, manipulatives, story time, music and movement... Time is divided between teacher led instruction and child-initiated play.

Outside Play: We go outside to explore twice a day, weather permitting. We have a developmentally appropriate playground that offers a variety of toys. Children enjoy going for walks or riding in the 6 passenger buggy.



Lunch/snack: Parents are responsible for providing their child's daily breakfast, lunch, and snacks. This allows parents to ensure their child is eating exactly what they prefer and that any special dietary needs are taken care of. Please pack a healthy meal for your child. We encourage parents to pack fruits, vegetables, whole grain breads, protein rich sources such as nuts. Avoid packing high content sugar items, artificially colored drinks, or candy. Children are encouraged to serve themselves from their plate and to drink from a sippy cup.



Water bottle: Please provide a water bottle/sippy cup for your child. Label the bottle with your child's name or initials. Bottles and cups go home at the end of the day to be washed. If it is left at the center, please bring another one and replace it next day.



Assessments: Your child will be assessed every 6 months. You will be informed of your child's growth and developmental milestones during our parent-teacher Conferences.

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 a special circumstance (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.

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.

Sickness policy: We expect all our families to follow SMS sickness policy. You can get more information from the center policies/ parent handbook sent to you through email. Please call us in case your child is sick with something which is contagious. For the health and safety of all children, SMS would like to inform other parents of anything that is contagious. (withholding names for privacy)



Nap Time: Nap time is for 2 hours from 12pm – 2:00pm. Some Moondrops rest in cribs, others on mats. Please provide a size appropriate sheet for your child to use. Children may also bring a special nap toy or blanket. **Please make sure all nap stuff goes home for laundry on Friday!**



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
- *Guitar and African drums



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 tuition is due by the 5th of each month. There is a \$5.00/day late fee assigned after the 5th day of the month. Talk to the director if you would like to opt for bi-monthly payments. Parents/Guardians are responsible for all payments. There will be no option to prorate tuition for sickness, vacation, family visiting or any other reason. Part time days cannot be switched for holidays or absent days.

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.

- Children may be brought into the Center if they have a mild cold or allergy, an allergic rash, diaper rash, prickly heat, a loose bowel movement, dietary or medication diarrhea, and can cope successfully with the program. Staff should be alerted to anything out of the ordinary.
- Children's exclusion and readmission to the program is subject to review by their receiving classroom staff and / or a Director.
- If your child has a chronic illness or disability, please discuss a plan for reasonable admission/exclusion criteria with a Director.
- By helping us to observe good health standards, you will be protecting your child and the others in the Center.

Please call us in case your child is sick with something which is contagious. For the health and safety of all children, SMS would like to inform other parents of anything that is contagious. No names will be used to protect your privacy.

Medication policy: If necessary, Sun, Moon, and Stars will administer medicine to your child. All medicine must be turned in to SMS staff. Only members of the administration are authorized to give medicine to a child. Please make sure you fill out an authorization form and leave the medicine in a labeled Ziploc bag All medicines are stored in the Infant room in a locked cabinet.

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.
- Offer activities to foster a well-balanced development.

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.

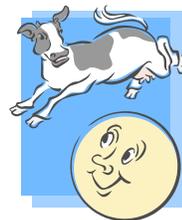
Principle 6: Be honest about your feelings.

- 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.

MY PLACE TO GROW



In their second year, infants starts experimenting in thought and deed-or, rather in the opposite sequence, deed and thought. They act first and later think. Tertiary circular reactions begin when a 1 year old takes independent actions to discover the properties of other people, animals, and things. Infants no longer respond only to their own bodies (primary reactions) or to other people and objects (secondary reactions). Their cognitive pattern is more likely a spiral than a closed circle, increasing creativity with each new discovery. At 12- 18 months, which is also called active experimentation stage. **Piaget calls them “Little Scientists” who experiment in order to see.** Their scientific method is of trial and error. SMS understands the need to offer an environment where the toddlers can experiment and still be safe by offering sets of different age appropriate activities that stimulate exploration, experimentation, and discovery. Rotating toys and activities keeps the interest level high with monthly lesson plans which offer different songs and activities to meet their developmental goals.

Another major cognitive accomplishment at the toddler age around 18 months is **pretend play**. We offer pretend play tools to the toddlers to encourage this phase of development. We offer scarves, babies, animals, purses, bags, dress up clothes, shoes/boots and puppets. songs, and rhymes, and routine games through:

- *individualized play that includes simple rhymes, songs, and sequences of gestures (e.g., finger plays, peek-a-boo, patty cake, This little piggy)
- *daily opportunities to hear and respond to various types of books, including picture books, wordless books, and books with rhymes.
- *access to durable books (mostly paper) that enable independent exploration.
- *Experiences that help them understand that pictures represent real things in their environment.
- *Children have varied opportunities to be read books in an engaging manner in group or individualized settings at least twice a day.





Your toddler will have varied opportunities to experience books, songs, and rhymes, and routine games through:

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For some toddlers evidence of an advance in cognition at about 18 months occur in language as well: Instead of just uttering one word at a time, the children can combine two words to express more complex thoughts, an impressive intellectual accomplishment. The toddler will also repeatedly do actions to see the result and then learn from the actions. Our staff is committed in continuously redirecting and giving them words for their feelings and actions. We believe that when a caregiver goes down to a child's level while talking or explaining, it's more effective and helps a child understand better. Children have varied opportunities to engage throughout the day with teaching staff who are:

- *attentive and responsive to them.
- *facilitate their social competence
- *facilitate their ability to learn through interacting with others.

The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. We also reflect our children's families and staff diversity in our lesson plans and learning.

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Moondrops are provided varied opportunities and materials to:

- * use language, gestures, and materials to convey mathematical concepts such as more or less and big and small.
- * see and touch different shapes, sizes, colors, and patterns
- * build number awareness, using objects in the environment
- * read books that include counting and shapes





Goals of our care team for the Moondrops:

We understand that infants and toddlers are sensorimotor learners (Piaget), using all their senses, moving their bodies and manipulating objects to find out about the world around them. We also understand that growth, development and learning happen in a holistic fashion during the first three years of life – with each experience and every exploration - all developmental domains are affected. We expect that the infants and toddlers in our care will:

1. Learn about self and others

- learn to trust one's self, other people, and the world around them
- develop a positive sense of self, aware of being a separate, unique, valued and respected individuals
- develop a positive sense of belonging, within one's family, school group, and wider community
- develop self-regulation skills
- learn respect for one's self, for others and for their surroundings
- develop trusting relationships with adults and other children outside their family circle
- develop autonomy and independence
- learn to own and express feelings in acceptable ways,



- learn to own and express feelings in acceptable ways, and to acknowledge and understand the feelings of others

- learn basic social interaction skills – waiting, turn-taking, enjoying being with others, respecting others' bodies and personal space, helping, etc.



2. Learn about communication, language, and literacy

- develop ways to communicate their needs and wants, express their feelings, and share their thoughts and ideas
- begin learning their home language and using that language to communicate, developing fluency and increasing their vocabulary over time
- begin learning other languages and using those languages to communicate (especially if languages other than the home language are used often at school)
- develop a familiarity with books and the written word
- begin to develop a repertoire of creative expression for thoughts and feelings through exposure to and experiences with art, oral language, storytelling, poetry, books and the written word, singing, music, creative, movement, dance, pretend play and drama.



3. Learn about moving and doing

develop comfort with their own bodies and confidence in their physical abilities develop locomotion, strength, coordination, and control over their own bodies.



- learn a wide variety of ways to move and take action with their bodies, purposefully and skillfully (including self-help skills such as feeding, dressing, and toileting)
- develop an understanding about how to keep one's body safe, finding a balance between too much caution and too much risk-taking
- engage with and explore the world around them by; using their senses, moving their bodies and moving through space, manipulating objects, and acting upon their surroundings

4. Develop thinking skills and learn about the world

- . Actively participate in their physical and social environments
- . Engage in independent exploration of their surroundings, experimenting with the space, objects, and people they encounter
- . Develop object permanence and people permanence
- . Begin to develop an understanding of physical cause and effect
- . Begin to connect actions with consequences
- . Develop problem solving skills (observation, waiting, choosing, focus, effort, persistence, etc.)
- . Engage in pretend play (imitation, role play, pretending with props, alternate repre-

