



TODDLER

❖ DESIRED LEARNING EXPERIENCE

❖ CREATIVE CURRICULUM



SOUTH MIAMI LUTHERAN CHURCH †

PRE-SCHOOL



Lic. #C11MD0580

TODDLERS
Flexible Daily Schedule
Walking to 18 Months



- 7:00 – 8:45 **Arrival and Centers Open**
(cozy book area, discovery areas)
- 8:45 – 9:00 **Clean up/Transition Time**
Diapering, Wash hands
- 9:00 – 9:15 **Group Meeting**
Sing songs, finger plays, reading
- 9:15 – 9:45 **Outdoor Choice Time***
Soft blocks, parachute, climbers, slides, play ball games, music, blow bubbles, ride trikes, tunnel, sand box, nature discoveries.
- 9:45 – 10:00 **Clean Up/Transition Time/Snack Time**
Diapering, Wash hands, Snack
- 10:00 - 11:00 **Choice Time and Small Group**
Imitating and pretending, playing with toys, enjoying stories and books, dabbling in art, tasting and preparing food, exploring sand and water, having fun with music and movement.
- 11:00 – 11:10 **Clean up/Transition Time**
Diapering, Wash Hands
- 11:00 – 11:15 **Quiet Time**
Lap reading, cozy book area, puzzles
- 11:15 – 12:15 **Transition Time/Prepare for and Eat lunch**
- 12:00 **Half-Day Dismissal**
- 12:15 – 2:45 **Rest on Cots**
Teachers rub back – soft music, Children relax so they can fall asleep, Quiet activities for children who don't sleep
- 2:45 – 3:30 **Wake-up from Nap/Transition Time/Clean up/Snack Time**
Diapering, Wash hands, Snack
- 3:30 – 4:00 **Outdoor Choice Time***
Climbers, parachute slide, play ball games, blow bubbles, music, tunnel, ride trikes, reading area, sand box, nature discovery, soft blocks, dramatic
- 4:00 – 4:15 **Clean Up/Transition Time/ Hydrate**
Diapering, Wash hands, hydrate
- 4:15 – 4:30 **Quite Time**
Cozy book, table games, puzzles
- 4:30 – 5:45 **Choice Time and Small Groups**
Imitating and pretending, music/movement, playing with toys, exploring, sand and water tables
- 5:45 – 6:00 **Closing and Departure**

**On rainy days and when temperature drops below 55°, children will be in Albrecht Hall with large motor skills equipment.*

South Miami Lutheran Church School

Toddlers

Daily Routines and Activities

Routines:

- ❖ Hellos and Good-Byes
- ❖ Diapering
- ❖ Eating and Mealtimes
- ❖ Naptime
- ❖ Planning and Evaluating
- ❖ Individual Child/Teacher Time



Activities:

- ❖ Playing with Toys
- ❖ Dabbling in Art
- ❖ Imitating and Pretending
- ❖ Enjoying Stories and Books
- ❖ Individual Explorations
- ❖ Exploring Sand and Water
- ❖ Having Fun with Music and Movement
- ❖ Going Outdoors



Toddler Individual Educational Plan

Large Motor Skills:

- ❖ Music and Movement
- ❖ Climbing Up and Down
- ❖ Sustaining Balance



Sensory Motor Skills:

- ❖ Water, Sand, Soap Bubbles
- ❖ Different Textures
- ❖ Temperatures
- ❖ Art Experiences

Fine Motor Skills:

- ❖ Stacking Blocks
- ❖ Sorting
- ❖ Finger Food
- ❖ Puzzles
- ❖ Nesting Toys



Language Skills:

- ❖ Songs and Finger Plays
- ❖ Individual Lap Reading
- ❖ Small Group Reading
- ❖ Individual Child/Teacher Conversations
- ❖ Pretend Play

Self-Help Skills:

- ❖ Setting Up for Snacks
- ❖ Setting Up for Lunch
- ❖ Setting Up for Nap
- ❖ Pouring
- ❖ Cleaning Up
- ❖ Taking off/Putting on Shoes, Socks, Clothes



THE CREATIVE CURRICULUM

The Creative Curriculum is built on the philosophy that young children learn best by doing. It is built upon theories of development in young children, that all children learn through active exploration of their environment and therefore the environment plays a critical role in learning. The goal of The Creative Curriculum is to help children become independent, self-confident, inquisitive and enthusiastic learners by actively exploring their environment. The curriculum also helps the teacher to take a closer look at each child's unique abilities, interests and needs.

The Creative Curriculum approach balances both teacher-directed and child-initiated learning, with an emphasis on responding to children's learning styles and building on their strengths and interests. It provides clear guidance on the teacher's role in addressing content in literacy, math science, social studies, the arts, and technology, yet never loses sight of the primary importance of social/emotional development in children's learning.

The Creative Curriculum identifies goals in all areas of development: Social/Emotional, Cognitive, Physical and Language. The planned activities for the children, the organization of the environment, the selection of toys and materials, planning the daily schedule and interacting with the children, are all designed to accomplish the goals and objectives of the curriculum and give each child a successful year in school.

The Creative Curriculum shows teachers how to integrate learning in literacy, math, science, social studies, the arts, and technology throughout the day. It also gives the teacher a wide range of teaching strategies - from child-initiated learning to teacher-directed approaches - to best respond to children's learning styles, strengths, and interests. The curriculum is built around the environment using eleven different interest areas or centers:

- Dramatic Play
- Blocks
- Toys & Games
- Art
- Sand/Water
- Library
- Music & Movement
- Cooking
- Computers
- Outdoors
- Discovery

The richer the environments, the more concrete opportunities there are for children to learn by interacting with materials and people. The teacher's role is to create an environment that invites children to observe, to be active, to make choices, and to experiment.

The Creative Curriculum encourages parental involvement and works best when teachers and parents work together. The curriculum offers tools for parents to understand, assess and support their child's development, as well as connect with teachers and other individuals important in their child's development.

Trister Dodge, Coker, Heroman; (2002)