



Montessori House for Children

Lakemont Montessori School, Inc.

TODDLER ENVIRONMENT

TODDLER (IC) TYPICAL SCHEDULE TODDLER (IC) COMMUNITY OVERVIEW

FROM	To	
6:30 am	8:00 am	Breakfast and Early morning arrivals
8:30 am	8:45 am	Drive Through Arrivals
8:30 am	11:30 am	Montessori Work Cycle Toileting & change into clothes Food preparation and snack Outside exploration (~ 30 minutes) Morning group community time (group lessons, songs & stories)
11:30 am		Half-day drive-through dismissals before lunch
11:30 am	12:00 pm	Lunch
12:00 pm	2:30 pm	Rest period
2:30 pm		Extended-day drive through dismissal
2:30 pm	3:00 pm	Full day students arise, toileting
3:00 pm	6:00 pm	Afternoon Home Environment Food preparation and snack Outside exploration (~ 30 minutes)

During the first three years of life, the child is self constructing the human being he or she will become. To aid this self-construction, the Toddler Community offers the young child a tender atmosphere that fosters independence and aids in physical, psychological, intellectual, social and spiritual development.

The IC community continues to aid the child's development through activities with a purpose of refining equilibrium, language and movements. The child of this age enjoys working independently as well as with adults. The work he or she does is not for the joy of the product produced, but for the joy in the process itself.

The child's guide (teacher) observes and guides each child in his or her whole development; linking to both the prepared and human environment. Guides move slowly, speak softly and create a desire for each child to communicate through language by creating a loving individualized relationship with each child. The guide is Montessori trained to observe each child's interests and curiosity which is evidence of a 'sensitive period'. Sensitive periods are points in time where a child absorbs information on a particular subject, such as language, effortlessly. A Toddler Montessori guide is attuned to assisting in language, refinement of large and small motor skills, care of self and learning to care for others and his environment.

TODDLER (IC) ENVIRONMENT COMMUNITY NOTES

Transitioning into the Toddler Community

When at all possible, we suggest the following schedule for introducing our community to both parents and child. First, we ask the parent to tour the classroom. Next, we ask the parent to observe the class in session to begin to envision your child as part of the group. We then set up a date and time for a "Home Visit". The purpose of the Home Visit is to establish the parent/guide relationship, sharing of information about the IC environment and a time to learn more about your child's history and behavior patterns. Just as important is a chance for the child to meet his/her new guide (teacher) in familiar surroundings and sees acceptance from parents of this new adult. Finally, we ask the child to visit for about half an hour prior to their first day of school, arriving and leaving with the parent. Over a period of (about) one week, the transition is complete without the adult with the child staying from just a short time in the morning to a full day by the end of the week.

To ease the transition it is suggested that the child have experienced some separating from parents with either family or friends before entering the IC.

What to Bring to School

For your child's first day of school, please provide the following supplies:

3 cotton t-shirts (one size larger than the child normally wears) clearly labeled and in a gallon sized zip lock bag

1 dozen Gerber cloth training pants sized 2T and 3T, per semester, or as needed. (These are kept and laundered at school)

1 package of disposable diapers as needed

3-4 pictures of your child and his family (pets and grandparents too)

Bed linens are provided and laundered at the school

Montessori Work Time

Our day begins at 8:30 a.m. and continues through until the children's rest period. An integral part of your child's day takes place in the morning with an uninterrupted block of work time. This is the utmost importance to your child for his/her continued physical and psychological growth. Our daily schedule is designed so that all children are included in this community effort, regardless of their chosen program. It is also a measure of respect to all students already working that we expect no disruptions once the morning work period has started. Please arrive at 8:30 am. If you are late, please separate from your child at the front desk and wait for a staff member to walk your child to class. Children arriving after 9:30 am will be asked to come back the next day.

Parent/Teacher Communication

Parent/teacher conferences will be held twice yearly, during the Fall and Spring sessions. Daily questions, concerns or updates will be addressed in a timely manner, outside of the children's work period. If you would like to talk, drop us a note in the front office lobby (there is a giant paper clip for notes) and your child's teacher will call you at our earliest convenience. If you have an immediate question or concern, please talk with someone at the front desk for help.

Parent Volunteers

Your involvement will always serve to enhance your child's learning environment. We have several different committees available to you so that you can contribute to our community. Also, we welcome any thoughts, special talents and cultural events that you would like to share with us.

Birthday & Special Events

Parents may bring fruit, low-sugar cupcakes (no frosting) or muffins to share with the class. A simple birthday is celebrated with a special song in honor of your child's birthday. A book donated to the class is exciting for the child and enjoyed by all. If you need ideas, we have a wish list for books or other items you many wish to donate. **Please do not send party hats, goodie bags or candy to the school.** You may request that we take pictures for you and send them home to aid in communicating about this special day.

Fresh Produce

Teachers will work with the families to bring in fresh snacks on a rotating basis. Family involvement will help to enrich our children's appreciation for good nutrition.

School Lunches

Our meal times are very special and include careful preparation and clean-up. If you elect to bring a lunch from home rather than eat our school's hot lunches, we ask that you please include the following items in your packed lunch to help your child be successful with meal times:

- 1 Healthy, low sugar and balanced meal providing:
- 2 A protein, grain, fruit and vegetable
- 3 Self-contained with either ice pack or a thermos for warm foods. We recommend re useable/environmentally friendly containers for lunches.

Milk and water served at school

Clothing

A goal of ours is to aid the child to care for him or her self and to move towards more independence. Upon arrival children change from their home clothes to their school clothes which consist of a t-shirt and cotton underpants. Before going home for the day they change back into their home clothes. When choosing clothing for your child, please consider the following as it should:

Allow for freedom of movement and be comfortable.

Allow for child's collaboration and be easy to put on and remove: easy zippers to manipulate, sleeves without tight elastic, only one layer of clothing, pants easy to unbutton, large neck openings.

Rubber soled shoes with easy fasteners (Velcro) or slip on.

Please do not send "onesies" (shirt and underwear in a single unit)

Three changes of clothes should be kept at school at all times **clearly labeled with child's name.** **We are not responsible for unlabeled clothing.**

Toileting

Cloth training pants are used for ease of movement, comfort and to assist the child in self toileting. Use of cloth pants eliminates confusion for the child because he/she will experience an immediate sensation. Once soiled or wet, he will be changed and over time your child will come to understand this as normal for this part of his body to be clean and dry.

TODDLER COMMUNITY INDOOR ENVIRONMENT

~16 months ~ 3 years

Entrance Area

The area just inside the classroom door is the symbolic point of separation for the parent and the child. The child exchanges kisses with mom or dad and is assured that he will be picked up later. The child is greeted by his teacher and proceeds to the cubby area for changing into school day clothes.

Bathroom

This area is different in that there is not a changing area but instead a bathroom with one or two toilets. Communal underpants are stored here. A child sized sink is just outside the room with a supply of soap and single use washcloths for drying hands.

Work Area

This area is divided into several sections. It is the largest in the environment and includes the language area, practical life materials, manipulative and expressive materials.

Dining Area

Social exploration takes place here and children eat family style at a communal dining table. Teachers eat with the children modeling grace and courtesy. Children serve others as well as themselves.

Sleeping Area if all day program

Sleeping mats are stored and brought out at nap time. Linens & blankets are provided by the school and are laundered weekly or as needed.

TODDLER OUTDOOR ENVIRONMENT

Children are naturally drawn to nature. They deserve to enjoy views of nature and to have easy access to the outdoor environment. A child builds his innermost self out of the impressions received, so it is our duty to provide access to the fullness our environment has to offer. Just as the child grows, so will the trees, flowers and plantings. The child will observe first-hand the cycle of life and the seasons change. Your child will hear birds in the courtyard and feel breezes and warmth from the sun.

Our windows have been specially chosen to almost reach the floor so that all children can see outdoors. The toddler environment opens directly onto a private and secure butterfly garden with herbs, bird feeders and play equipment.

The early impressions of natural beauty, observations of living things, the joy of being outdoors and being able to easily view it from within the classroom – all give a contact with nature that no image in a book or description can ever duplicate.

In time, as the toddler starts to see beyond self and his/her own needs, they will want to participate in the care of what your child already has come to love. From appreciation comes the desire to work with indoor plants, gardening and feeding wildlife.

PARENT NOTES