

Infant/Toddler August Newsletter 2016

Emergent Curriculum and the Role of Documentation- As we continue to implement emergent curriculum into the daily learning experiences of the children it is important to note the role of documentation.

Documentation makes learning visible and tells the story of individual or a groups learning experience. Watch for and read the documentation panels in your child's classroom for a view of the learning taking place.

Infant Classroom-

Breastmilk or formula is often a child's sole nutritional source for about the first six months and the major source of nutrition throughout the first twelve months. As we work with infants to understand their patterns of feeding it is important to share LMACCC's policies and procedures.



Best Practices

Formula Bottles

- Staff will make the bottles on demand using the individual child's formula and filtered water. These bottles can be served immediately or can be warmed in a container of warm water (not to exceed 120 degrees) for no longer than 5 minutes.
- Prepared formula bottles will be stored in the refrigerator. These bottles can be fed to the child cold or will be warmed in a container of warm water (not to exceed 120 degrees) for no longer than 5 minutes.
- After warming, bottles shall be mixed gently and the temperature of milk tested before feeding.

Breast Milk Bottles

- Thawed breast milk bottles can be fed to children cold from the refrigerator or be warmed in a container of warm water (not to exceed 120 degrees) for no longer than five minutes.
- Frozen breast milk will be placed in the refrigerator to thaw. Staff may hold breast milk bottles under cool running water to support thawing. Once thawed these bottles can be fed to the child cold or will be warmed in a container of warm water (not to exceed 120 degrees) for no longer than 5 minutes.
- After warming, bottles shall be mixed gently and the temperature of milk tested before feeding.

Storage

- Breast milk and formula needs to be discarded after 1 hour if not finished.
- Refrigerator will be set to a temperature of less than 41 degrees to maintain healthy conditions for food and milk storage.

Reminders

- No glass is permitted in the program.
- All bottles must be labeled with your child's name. Labels should be affixed to both the bottle as well as the nipple ring. Staff can provide labels to any family needing them.
- Frozen breast milk can be stored in our staff room freezer for three months. After three months the program is unable to serve the milk and it will be sent home.

- Once formula or milk is introduced to the infant's mouth we have one hour until it needs to be consumed or it is discarded.
- Breast milk bottles must go home nightly to be sanitized by families.
- Formula milk bottles can go through LMACCC's sanitizer and also need to go home at least once a week to be sanitized by families.
- All families are asked to keep one clean bottle and serving of milk on site to be taken with staff on any evacuation drill/event.

Curriculum

Teachers continue to give children opportunities to explore the Infant Room environment by making available a variety of experiences in the areas of social/emotional, physical, cognitive and language / communication.

Infants rely on their senses to create meaning of the world around them. The mouth is the primary tool for learning. Families will notice that the infant room contains numerous bright, safe and washable items that can be explored with the mouth. Talking, singing, and holding the infant are also part of our daily curriculum and are beneficial for sensory development. Teachers encourage the infants by doing things with them and explaining what you are doing step by step while feeding and changing diapers.



Listed below are some milestones to watch for:

What most babies do at this age: 2 months

Social and Emotional

- Begins to smile at people
- Can briefly calm himself (may bring hands to mouth and suck on hand)
- Tries to look at parent

Language/Communication

- Coos, makes gurgling sounds
- Turns head toward sounds

Cognitive (learning, thinking, problem-solving)

- Pays attention to faces
- Begins to follow things with eyes and recognize people at a distance
- Begins to act bored (cries, fussy) if activity doesn't change

Movement/Physical Development

- Can hold head up and begins to push up when lying on tummy
- Makes smoother movements with arms and legs

What most babies do at this age: 4 months

Social and Emotional

- Smiles spontaneously, especially at people
- Likes to play with people and might cry when playing stops
- Copies some movements and facial expressions, like smiling or frowning

Language/Communication

- Begins to babble
- Babbles with expression and copies sounds he hears
- Cries in different ways to show hunger, pain, or being tired

Cognitive (learning, thinking, problem-solving)

- Lets you know if she is happy or sad
- Responds to affection
- Reaches for toy with one hand
- Uses hands and eyes together, such as seeing a toy and reaching for it
- Follows moving things with eyes from side to side
- Watches faces closely
- Recognizes familiar people and things at a distance

Movement/Physical Development

- Holds head steady, unsupported
- Pushes down on legs when feet are on a hard surface
- May be able to roll over from tummy to back
- Can hold a toy and shake it and swing at dangling toys
- Brings hands to mouth
- When lying on stomach, pushes up to elbows

What most babies do at this age: 6 months

Social and Emotional

- Knows familiar faces and begins to know if someone is a stranger
- Likes to play with others, especially parents
- Responds to other people's emotions and often seems happy
- Likes to look at self in a mirror

Language/Communication

- Responds to sounds by making sounds
- Strings vowels together when babbling ("ah," "eh," "oh") and likes taking turns with parent while making sounds
- Responds to own name
- Makes sounds to show joy and displeasure
- Begins to say consonant sounds (jabbering with "m," "b")

Cognitive (learning, thinking, problem-solving)

- Looks around at things nearby
- Brings things to mouth
- Shows curiosity about things and tries to get things that are out of reach
- Begins to pass things from one hand to the other

Movement/Physical Development

- Rolls over in both directions (front to back, back to front)
- Begins to sit without support
- When standing, supports weight on legs and might bounce
- Rocks back and forth, sometimes crawling backward before moving forward

What most babies do at this age: 9 months

Social and Emotional

- May be afraid of strangers
- May be clingy with familiar adults
- Has favorite toys

Language/Communication

- Understands “no”
- Makes a lot of different sounds like “mamamama” and “bababababa”
- Copies sounds and gestures of others
- Uses fingers to point at things

Cognitive (learning, thinking, problem-solving)

- Watches the path of something as it falls
- Looks for things he sees you hide
- Plays peek-a-boo
- Puts things in her mouth
- Moves things smoothly from one hand to the other
- Picks up things like cereal o’s between thumb and index finger

Movement/Physical Development

- Stands, holding on
- Can get into sitting position
- Sits without support
- Pulls to stand
- Crawls

What most children do at this age: 12 months

Social and Emotional

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Has favorite things and people
- Shows fear in some situations
- Hands you a book when he wants to hear a story
- Repeats sounds or actions to get attention
- Puts out arm or leg to help with dressing
- Plays games such as “peek-a-boo” and “pat-a-cake”

Language/Communication

- Responds to simple spoken requests
- Uses simple gestures, like shaking head “no” or waving “bye-bye”
- Makes sounds with changes in tone (sounds more like speech)
- Says “mama” and “dada” and exclamations like “uh-oh!”
- Tries to say words you say

Cognitive (learning, thinking, problem-solving)

- Explores things in different ways, like shaking, banging, throwing
- Finds hidden things easily
- Looks at the right picture or thing when it’s named
- Copies gestures

- Starts to use things correctly; for example, drinks from a cup, brushes hair
- Bangs two things together
- Puts things in a container, takes things out of a container
- Lets things go without help
- Pokes with index (pointer) finger
- Follows simple directions like “pick up the toy”

Movement/Physical Development

- Gets to a sitting position without help
- Pulls up to stand, walks holding on to furniture (“cruising”)
- May take a few steps without holding on
- May stand alone

Mixed Classroom-

I have reached out to all the new families joining the Mixed room in August and September. If you are interested in visiting the classroom before your child’s start date please let me know. I am happy to schedule a convenient time for you. Please feel free to call me at 617-632-2833 or email me at rmoser@masco.harvard.edu .

Getting around the Mixed classroom:

- Mixed room children are quite active and shoes are required to be worn at all times including nap times. Please ensure that your child has a pair of sneakers available for our visits to the gym on Wednesdays and Fridays.
- A white board is located on the closet door adjacent to the restroom in the Mixed Room. This board is designated for parents to write down their child’s food for the day. In turn, teachers will document the amount consumed as well as note nap times.
- Children’s lunches are stored in the refrigerator. There is a specific shelf for food that is served cold and another shelf for items that should be served warm. Please be sure to label all containers (lids too).
- Daily Curriculum sheets are posted on the closet door to your right as you enter the classroom.
- In the restroom there is also a white board for families to reference diaper changes and information on toilet training if applicable.

The classroom has an open door policy and is happy to have parents visit at any time.

The month of July brought the Mixed Room many warm days to enjoy the playground. The sprinkler is a fun attraction for most of the children. Some of the mixed room children preferred a more cautious water play approach and had a lot of fun exploring the water tables. While exploring with water play children are provided with opportunities to experiment with math, science, strengthen their physical skills, advance their social and emotional skills and enhance their language development. As the summer continues we anticipate that they children will have many opportunities to participate in the fun learning with water play.

The Mixed Room teachers also encourage and support the development of self-help skills in the classroom throughout the year.

With teacher support and guidance the children will begin to:

- identify their cubby (pictures on the cubby assist with this process)
- washing and drying their hands independently as well as disposing of their paper towels
- using utensils at meals
- putting dishes away after eating
- finding their rest mats and putting blankets away after rest
- as appropriate assist with removing diapers independently
- put on and off clothing (hats, pants when toileting, etc.)
- helping to clean up toys after play time

New England Aquarium: The Mixed and Toddler classrooms both were delighted by a visit from the aquarium. The children were all thrilled to be able to touch some real sea creatures such as hermit crabs, muscles and sea stars!



Toddler Classroom

The children have enjoyed playing and planting in the dirt. The cucumber seeds are sprouting, and the children are watching their growth. The toddlers also experimented with how a plant “drinks” water. They used celery stalks in water and added a little red dye to see what would happen. As the leaves changed color they discussed how the plant was drinking the water. They have also placed an onion and a potato in cups of water to see how and when they will sprout.



After the exciting visit of the New England Aquarium the Toddler classroom will continue to discuss summer related topics. The children have been sharing with their teachers and peers their family vacation plans. We have children and teachers traveling to many exciting places such as Poland, Bermuda, Austria, Cape Cod, New Hampshire, New Jersey, Maine and many to the various beaches. These conversations and observations of the children's play have led to discussions on how their families will travel to all these places. They are talking about planes, ferries, trains and automobiles.



On your visits to the Toddler room you will observe some of these topics being explored. Trains, boats and cars will be moving around the room as the children travel to new places. We will be using bags and suitcases to prepare for our adventures. Families can anticipate seeing some toddler created beach scenes inclusive of sand, shells and umbrellas. In addition, toddlers will be given the opportunity to explore sand, water, sea creatures and shells in our sensory tables.

Enjoy the rest of your summer and stay cool!

Rebecca Moser, August 2016