

A decorative border of colorful handprints and footprints surrounds the text. The prints are in various colors including purple, pink, yellow, green, blue, and red, and are arranged in a circular pattern around the central text.

Welcome  
To  
The  
Toddler Room

## Meet the Toddler Teachers

**\*\*For the most part, our staffing is consistent. However, due to illness and/or vacation, other staff may fill in from time to time.\*\***

My name is Courtney Fuhrmeister and I have been working at TLC since 2005. Upon arrival, I immediately felt at home and knew this was the place for me. I graduated from Pennridge High School where I completed child development I and II. I also engaged in the child development independent study program where I interned as an assistant teacher. After high school I worked at Hatfield Athletic Club's Kids Corner and then moved to Florida where I worked as a full time nanny for three children and part time at a child care center. In 2010, I earned my Child Development Associate through Manor College while working here at TLC. I am a mom to four beautiful and awesome kids. In my free time, I enjoy music, soccer, traveling, and most of all, spending time with my friends and family. Being part of the children's lives here at TLC and helping them learn and grow through patience and positive guidance is truly one of the most rewarding jobs I could ask for!

My name is Miss Chris and I have had the pleasure of being part of the TLC family since 2016. I am a graduate of CB West and have a Child Development Associate certification. I have been working in child care since 1993 and I have over 20 years of experience working with Toddlers. In my free time, I enjoy spending time with my daughter, Morgan. We enjoy spending time at Bethany beach during the summer. We are also big Eagles fans! I believe that children learn best through play in a comfortable environment where they feel loved and supported by their teachers. I look forward to working with your toddlers and giving them the best experience possible!

Hello! My name is Mr. Mark. I am a 2014 graduate of Central Bucks South. I have 2 brothers and a niece (she is a joy!). I have been working in the child care field for six years. I enjoy working with young children and helping kids learn and develop their skills. My interest in this field stems from the pure joy working with young children brings! I wanted to further learn how young children learn and develop, so I have begun work on my Child Development Associates from Bucks County Community College. When I am not working, I enjoy time spent at my family mountain house in Sullivan County. Fishing, riding four-wheelers, and working outdoors with my hands all bring me great joy. Spending time with family and friends, teaching your children, and watching them learn and grow are what I love to do! Looking forward to working with you and your child during this school year!

## Toddlers Packing List

**One spill proof cup** – Please bring in a sippy cup every Monday that can be used for water throughout the week. Teachers will refill as needed. Cups will be sent home on Fridays for a good wash.

**A Lunch bag** – TLC will provide morning and afternoon snacks; Parents will provide lunch. Glass, nuts (peanut butter is ok), popcorn, and raw, uncut veggies are not permitted at school. All grapes and hot dogs **MUST** be cut up, along with anything else that may be a choking hazard. Please make sure that lunches come ready to serve. Teachers are not able to cut up everyone's food, so please take the time to do this prior to packing. Heat-ups are allowed, but please refrain from sending in frozen foods that require excessive heat-up time. TLC provides utensils, bibs, and napkins.

**A fitted crib sheet and warm blanket** – One pillow or stuffed animal for comfort is okay. We will wash bedding weekly or send it home with you, whichever you prefer. We strongly discourage the use of pacifiers in the Toddler room.

**One pack of diapers** – Teachers will notify parents when their child needs more diapers by writing it in the daily Tadpoles report. If you bring pull-ups, please make sure you provide pull-ups with velcro sides to eliminate having to fully undress your child at every change.

**One pack of wipes** – Parents should bring one pack of wipes each month.

**One tube of diaper rash cream to stay at school as needed.**

**A complete set of extra clothes, including shoes** – We recommend at least two full changes of clothes for your child to stay at school in case of an accident. This includes: pants, shirts, socks, and underwear if potty training. Please update these items frequently to make sure they are size and weather appropriate. If these items are used, please replace them the next day.

### Additional Info

- Please make sure to label EVERYTHING that comes to school. Cups should be labeled on both the bottom and the lid so that all parts come back to the right owner.
- Please send your child in with sneakers everyday. We love to walk and play at the parks. Wood chips can really hurt our toes!
- Please do not allow your child to bring in toys from home. They can easily get lost or broken.
- If your child will not be in for any reason, please call by 9AM (215-257-6636) to let us know OR put a note into Tadpoles.
- Absolutely no bottles are permitted in the Toddler classroom. We strongly discourage the use of pacifiers also.
- On cold, winter days, please make sure your child comes to school with a winter jacket, gloves and a hat.

## Toddler Daily Schedule

6:30 – 9	Breakfast and Free Play
9:00 – 9:15	Diaper changes, Potty Training, and Cleanup
9:15 – 9:30	Morning Snack
9:30 – 9:45	Circle Time (stories, songs, show-n-tell)
9:45 – 10:45	Planned activities (art, cooking, exercise, constructive play)
10:45 - 11:00	Potty/diaper checks
11:00 – 11:45	Outdoor play/Walk
11:45 – 12:30	Lunch and Potty
12:30 – 3:00	Nap
3:00 – 3:40	Snack
3:40 – 3:45	Prep for Outdoors
3:45 – 4:30	Outdoor play, art projects, constructive play, water play or reading
4:30 – 6:00	Hand washing, Drink, Potty, and Free Play

\*\*\* Activities subject to change depending on the weather and various special events.\*\*\*

# Learning Objectives for Todds and Twos

## Language Development:

### 1. Listening and Understanding

Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)

- Shows interest in conversations by looking/watching
- Responds verbally/nonverbally in conversation
- Points to objects when named
- Follows a two-part oral direction
- Understands many words, including action words and prepositions
- Understands increasingly complex sentences

Recognizes familiar environmental sounds

- Points to picture or object to indicate source of environmental sound
- Names source of environmental sound

Attends to brief stories, rhymes, and songs

- Watches face of speaker sharing story, rhyme, or song
- Uses body language to show interest in story, rhyme, or song
- Imitates words from story, rhyme, or song
- Answers simple questions about story, rhyme, or song

### 2. Speaking and Communicating

Uses language to communicate with others (needs, opinions, feelings, etc.)

- Uses gestures or sign language to communicate
- Vocalizes during play
- Uses single words meaningfully
- Imitates adult speech
- Increasingly uses nouns and verbs when speaking
- Uses increasingly complex sentences

Uses communication for many purposes

- Initiates interactions with others
- Shows protest or disagreement (verbally or nonverbally)
- Uses words to communicate wants and needs

- Takes several back-and-forth turns in conversation

## **Emerging Literacy**

### 1. Phonological Awareness

Shows awareness of sounds and language

- Plays with rhymes and songs
- Repeats patterns in rhymes and songs
- Attempts to sing songs or recite rhymes
- Predicts a word in a very familiar song
- Attempts to sing songs or recite rhymes independently
- Plays with words that sound the same or different
- Shows sensitivity to changes in inflection and melodies

Enjoys books and stories

- Points at pictures
- Vocalizes while book is read
- Imitates adult actions and speech when reading
- Shows preferences for favorite books
- Names familiar objects in books
- Predicts a word or phrase that comes next in a familiar story
- Begins to understand story sequence

Understands how books are handled/used

- Turns book to correct position
- Able to turn pages one at a time
- Turns pages when there is a pause in conversation

### 2. Print Awareness and Early Writing

Understands symbols/pictures can be “read” by others and have meaning

- Begins to identify common symbols (logos, stop sign, traffic light, etc.)
- Explores different writing materials
- Scribbles
- Attempts to communicate through scribbling

## **Math**

### 1. Numbers and Operation

Shows increasing awareness of numbers during meaningful daily activities

- Counts in rhymes or songs
- Uses one-to-one correspondence during play (e.g., one cookie on each plate)

Begins to understand quantity

- Asks for more (verbally or with gestures)
- Compares the quantity of two groups of objects (e.g., more/less)

### 2. Geometry and Spatial Sense

Explores spatial relationships

- Moves self over, under, through, and in objects
- Fills and dumps objects
- Explores how objects fit together and can be taken apart

Recognizes and begins to identify shapes

- Matches like shapes
- Sorts items by shape
- Begins to identify basic shapes

### 3. Patterns and Measurement

Demonstrates an awareness of patterns

- Shows interest in colors, patterns, and textures
- Uses simple nesting and stacking toys
- Matches like objects
- Sorts objects by color, size, or shape

Begins to understand times words such as *before* and *after*

- Begins to understand time sequence of daily routines
- Identifies times of daily routines (time to eat, time to nap, etc.)

## **Learning about the World**

### 1. Exploration and scientific thinking

Utilizes different methods to gain information and solve problems

- Uses senses when exploring
- Manipulates new toys and materials to see what they will do
- Uses objects in a variety of ways
- Describes what is observed (e.g. "ball down")

Understands cause and effect

- Repeats actions in attempt to repeat effect
- Tries different methods to get the same result
- Notices different results

## 2. Music and Movement

Participates in a variety of musical activities

- Responds to rhythm in a variety of ways (clapping, tapping, etc.)
- Claps, bounces, or dances to music
- Attempts to sing along
- Uses instruments or other objects to create music
- Asks to sing favorite songs

Participates in a variety of movement activities

- Responds to rhythm
- Attempts to control body when moving
- Joins movement activities
- Begins to imitate simple body movements
- Dances with control

## 3. Dramatic Play

Engages in pretend play

- Imitates sounds and facial expressions
- Plays interactive games with adults
- Uses an object to symbolize another (e.g., block is used as a cup)
- Uses dramatic play props in realistic ways
- Attempts to include others in dramatic play
- Begins to take roles during dramatic play

## **Social and Emotional Development**

### 1. Social Interaction and Attachment

Demonstrates trusting attachments with adults

- Seeks comfort from and calms with a recognized adult
- Engages in play with toys or others, “checking in” with trusted adult
- Seeks help from a trusted adult when needed
- Plays independently for increasingly long periods of time

Engages in social interactions

- Focuses on play object in give-and-take with a trusted adult or peer partner
- Responds well to positive feedback



- Engages in parallel play

Begins to cooperate with others

- Begins to cooperate, but may be reluctant
- Participates in simple back-and-forth interactions with others
- Interacts positively with other children and adults
- Participates in simple games

## 2. Self-Concept

Demonstrates a positive sense of self

- Enjoys looking at self in the mirror
- Explores materials freely, without hesitation
- Tries materials freely, without hesitation
- Demonstrates growing independence during the daily activities
- Refers to self by name
- Uses the words *me, I, mine*

Develops awareness of own feelings and those of others

- Uses expressions and emotions to communicate
- Indicates like/dislikes through gestures
- Indicates likes/dislikes verbally
- Develops ability to discern others' feelings through body language and facial expressions

## 3. Self-Regulation

Demonstrates emerging self-regulation

- Uses ways to calm and soothe self.
- Plays independently for an increasing amount of time
- Shows comfort in routines
- Begins to express disagreement in an appropriate way
- Begins to express wants and needs appropriately
- Begins to show empathy and understanding of others' feelings

Begins to understand and follow simple rules

- Responds appropriately to reminders
- Able to follow simple rules, but many not do so all the time

## 4. Knowledge of Families and Communities

Demonstrate knowledge of home, school, and community

- Recognize family members
- Recognizes teacher and other adults at school
- Able to identify places at school that correspond to places at home

- Understands similarities and differences between home

### **Approaches to learning**

#### 1. Initiative and Curiosity

Shows curiosity about new things and new experiences

- Joins in new activities and explores new materials or events
- Asks questions
- Makes independent choices

#### 2. Problem Solving and Persistence

Uses a variety of problem-solving techniques

- Tries one or two ways to solve a play dilemma
- Uses repetition to discover new skills
- Uses objects as tools
- Understands that some tasks require more than one step

Shows increasing persistence when facing challenges

- Attempts task for a minute or two before asking for help
- Tries to solve problems or challenges with a toy or task

### **Physical Health and Development**

#### 1. Fine Motor Skills

Improves fine motor coordination by manipulating materials

- Picks up objects
- Explores textures with hands
- Makes marks with writing materials
- Stacks blocks or toys
- Begins to use a spoon or other utensil to feed self
- Uses crayons, markers, and paintbrushes with increasing control
- Builds simple block structures
- Puts connecting toys together and takes them apart
- Begins to work simple puzzles

#### 2. Gross Motor Skills

Improves gross motor skills and strength

- Walks with help
- Walks without help
- Begins to climb
- Runs
- Kicks a ball
- Demonstrates increasing balance

- Climbs up and down stairs with increasing skill
- Shows stamina and energy during daily activities

### 3. Health Status and Practices

Becomes more aware of body

- Explores different ways to move body parts
- Points to body parts on toy or person when named
- Points to body parts on self when named
- Begins to name body parts

Builds self-help skill (eating, drinking, toileting)

- Drinks from a cup
- Uses a spoon or other utensil to feed self
- Takes off clothes
- Begins to put on clothes
- Washes hands with assistance
- Attempts to clean self when toileting
- Uses a tissue

## Developmental\_Milestones

- The first few years of a child's life is full of amazing milestones. It can be difficult for parents to decide if a child is developing normally or if there are milestones that their child is missing. It's important to remember that every child develops differently and you should not compare your child's development to anyone else's. This helpful resource from the CDC offers typical milestones that children reach at different ages. You can use this resource to talk with your child's doctor about any concerns you may have:  
<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-2yr.html>
- Potty Training can be a difficult time in many parents' lives. It can be stressful knowing when is the right time to get started. There are many schools of thought on what is appropriate and what is not. It's important to know that each child is different and their ability to "hold it" enough to be ready for potty training varies from child to child. This helpful tool from the Mayo Clinic may be helpful in navigating this difficult topic:  
<https://www.whattoexpect.com/toddler/potty-training/how-to-start-potty-training/>

## Behavior\_Resources

- Biting is a common, albeit troubling, part of infant and toddler-hood. Children bite for a number of reasons, and most of them are completely normal developmentally. This doesn't make it any less upsetting when your child is bitten, or if they become the biter. This resource from Nemours Kids Health offers helpful information about biting and strategies to help curb that instinct in young children:  
<https://kidshealth.org/en/parents/stop-biting.html>
- Tantruming is also a normal part of being a young toddler. Children at this age often can't express themselves well. They struggle to let caregivers know how they are feeling and sometimes those big emotions spill over into a tantrum. It can be difficult as a caregiver to witness a tantrum, and we can often feel like failures because we don't know how to help our little one feel better. The most important thing to remember is to stay calm. Tantrums indicate that little ones are feeling out of control. If we lose our cool, it won't stop the tantrum and it can make it worse. These tips from Nemours Kids Health offer a great resource to help avoid and deescalate tantrums:  
[https://kidshealth.org/en/parents/tantrums.html#:~:text=Tantrums%20may%20happen%20when%20kids,to%20give%20up%20the%20tablet\).](https://kidshealth.org/en/parents/tantrums.html#:~:text=Tantrums%20may%20happen%20when%20kids,to%20give%20up%20the%20tablet).)

# 2 YEAR OLD DEVELOPMENT MILESTONES

What most children do by this age



SOCIAL & EMOTIONAL



Copies others, especially adults and older children



Plays mainly beside other children, but is beginning to include other children, such as in chase games



Points to things or pictures when they are named



Says sentences with 2 to 4 words



Follows simple instructions



LANGUAGE/ COMMUNICATION



COGNITIVE DEVELOPMENT



Names items in a picture book such as a cat, bird, or dog



Builds towers of 4 or more blocks



Begins to run



Kicks a ball



Walks up and down stairs holding on



MOVEMENT/ PHYSICAL DEVELOPMENT

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development.

Developmental milestones are things most children can do by a certain age.