



Rising Toddlers Info Session

2026-2027 School Year



JCC
EARLY
LEARNING
SCHOOL

BIG Changes Between Infants and Toddlers

- New class size — 9 kids!
- Same Ratio — 1:5
- Sleep Routines: crib → cot
- Gaining Independence: freedom to try
- Flow of the Day: transitions, transitions, transitions
- Behavior as Communication
- What to bring to school (and when to bring it!)
- Got Milk?



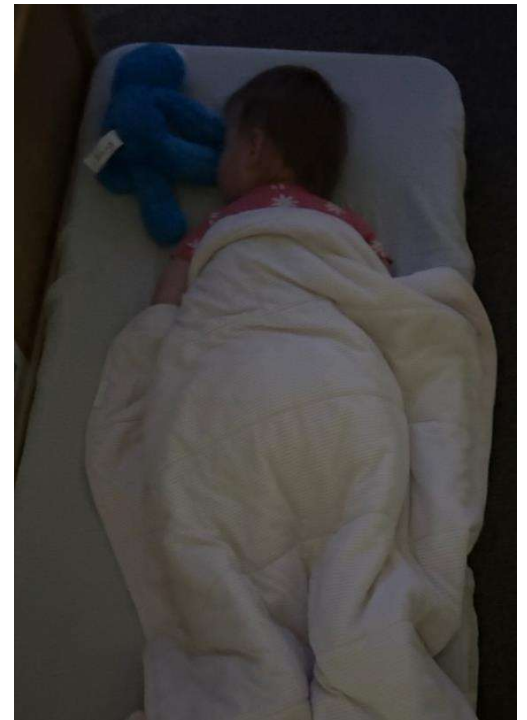
Mock Schedule

Time	Activity
7:30 – 8:30am	Morning extended care
8:15 – 8:45am	Arrival & choice time play
8:45 – 9:30am	Morning snack & toileting
9:30 – 10:30am	Morning provocation
10:30 – 11:30am	Gross motor play
11:30 – 12:15pm	Lunch & toileting
12:15 – 2:30pm	Nap/quiet time
2:30 – 3:00pm	Afternoon snack
3:00 – 3:30pm	Gross motor play
3:30pm	Pick up
3:30 – 4:30	Afternoon extended care & free play



Sleep Changes

- Rest time starts between 12:00 - 12:30 pm and is no longer than two and a half hours.
- On Mondays, each child will bring a fitted sheet (**standard crib sheet**) and small blanket in a “nap bag.” Nap items will be kept in cubbies all week and will be returned on Fridays to be washed.
- At the end of the designated rest time, lights will be turned on. Children who are still asleep will be allowed to remain sleeping until they wake up.



Mealtimes

- All classrooms have a morning “AM” and afternoon “PM” snack in addition to a scheduled lunch time.
- Mealtimes are a great opportunity for toddlers to practice independence, fine motor, and language skills
- Children are encouraged to feed themselves, which can get messy!
- Try to send your kiddo with meals and snacks they can eat confidently and independently.
- Pack extras in case food ends up on the tables, faces, floor, etc.
- Choice at mealtimes can provide opportunities for language and choice: “strawberries or goldfish?”
- Look out for allergy lists and be aware of any allergens in your child’s classroom when packing meals and snacks.



Milk

- There are no refrigerators in the toddler classrooms.
 - Formula and breast milk cannot be safely stored due to the lack of refrigeration.
- Dairy or dairy alternative milks can be sent to school in an insulated cup or thermos.
- Milk can be offered at snack or lunch time, depending on your preference. Communicate this with your child's teachers!
- Whole milk is offered during pizza lunch on Wednesday.



Encouraging Independence

- Toddler teachers will empower children to try on their own, planting the seeds of independence.
- Experimenting with their strength and skill level is an important part of developing confidence in their own abilities at this age.
- Some examples include...
 - Learning the “[coat flip trick](#)”
 - Washing hands with increasing independence as the year goes on.
 - Throwing away trash after mealtimes and classroom "jobs."
- Children feel a sense of pride when they can “do it by myself!”



Learning Through Play, and Where to See it!



Brightwheel
Photos and
Notes



Caring For the Babies

One theme that continues to be very popular in our classroom is caring for the baby dolls. Every day, someone is feeding a baby, rocking a baby, wrapping a baby in a blanket, putting a baby to sleep, or checking to make sure baby is okay. Sometimes there is one baby. Sometimes there are six babies. Sometimes everyone is the baby. While it may look like simple pretend play, this type of play is incredibly meaningful for toddlers. When children care for dolls, they are practicing empathy, nurturing behaviors, and making sense of the world around them. They often imitate the routines they know best — being fed, comforted, tucked in, or cared for by the grown-ups in their lives. This beautifully connects to the Jewish lens of *B'tzelem Elohim* — the understanding that every person is created with dignity and worth. When toddlers practice gentle caregiving and kindness, they are learning that others matter and deserve love and care. Baby doll play also supports *Kavod* (respect) as children learn to handle the babies gently, share materials with friends, and respond to the needs of others. These are powerful early lessons in compassion and empathy.

Webador Blog

JCC EARLY LEARNING SCHOOL Staenberg - Loup Jewish Community Center															
Lesson Guide for Room: ---112	Date: 4/8/26														
Teacher completing: Janett	Coteacher: Karlee														
Observed interests of children → What's underneath? Children showed interest in colors, music, sensory play, and pretend cooking.															
Teacher Questions: What do you see? What color is this? How does it feel? What are we making? How does it move? What happens next?															
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Connection:															
Provocations and Proposals	CELDO Domains of Learning														
1. Painting with red and green colors (flag exploration)	Approaches to Learning: Curiosity and exploration														
2. Cinco de Mayo cultural activity (piñata/music/snack)	Physical Development: Fine motor skills (painting, cooking)														
3. Sensory play with red and green materials	Language & Literacy: Vocabulary (colors, food, actions)														
4. Cooking activity: making simple soup	Social-Emotional: Sharing and group participation														
5. Music and movement with cultural songs	Cognitive Development: Exploring culture and routines														
Outdoor Plans	Creative Expression: Art and music														
Outdoor play with movement activities, music, and															

Weekly Lesson Guides



All children
develop at
their own
unique pace.

Language Development

- Being surrounded by children and adults at different stages of language development increases expressive language output.
- Most children...
 - Begin to use 1-2 word phrases to describe familiar people, places, and objects.
 - Begin using language, ASL, and more intentional gesturing to get their wants and needs met.
 - Respond to speech by looking at or orienting body towards the speaker.



Social-Emotional Development

- At this age, children are primarily engaging in parallel play.
- Parallel play typically looks like children sitting near each other and playing independently, although they are often sharing the same materials.
- Children in this age group will learn to play more cooperatively and collaboratively throughout the year.
- Behaviors like biting, hitting, and pushing/taking toys are developmentally appropriate and common. These behaviors typically emerge around a desire for shared materials and fade naturally with age and language development.





This can be applied to any maladaptive behavior, including but not limited to hitting, kicking, throwing, scratching, and hairpulling.



Biting: Why, and What do we do?

- This is one of the biggest concerns for toddler parents.
- We can expect there to be an increase in this behavior during the toddler year, and then a gradual decrease as the children head towards the twos year.
- Why now?
 - Increased awareness of social situations – insufficient language and impulse control
 - Example – you took my shovel!
 - Overstimulation
 - Desire to enter play with a peer

All behavior is communication:
It's our job as adults to decode!



What do we do?

Preventative

- Offer "chewies" or pacifiers.
- Teach ASL (stop, no, space) to support language development.
- Having multiples of same material.
- Introducing concepts during morning meeting, for example what "gentle" means, and taking turns.
- Encouraging recognition of feelings in self and others.
- Offering opportunities for gross motor play and sensory opportunities.



After a bite

- Respond quickly in the moment.
 - "Ouch, biting hurts!"
- Offer an alternative.
 - "You can say, 'that's my shovel!'"
- Encourage restorative justice.
 - "Your friend is sad because their hand hurts, let's see if they want their water bottle."
- Offer comfort to injured child.
 - Not only to support the healing process, but to model for the child who bit.



What You Can Do at Home

- If you witness a bite at home (aimed at you, a loved one, or a friend), you can try to respond with similar language to what we use at school!
- Encourage language development by frequently talking to and engaging with your child.
 - Use sign language!
- Always feel free to reach out to the teachers or a member of the administrative team if you have questions or concerns, or would like some extra support.
- And remember.....this is an expected part of development and offers an opportunity for our students to learn how to build empathy.



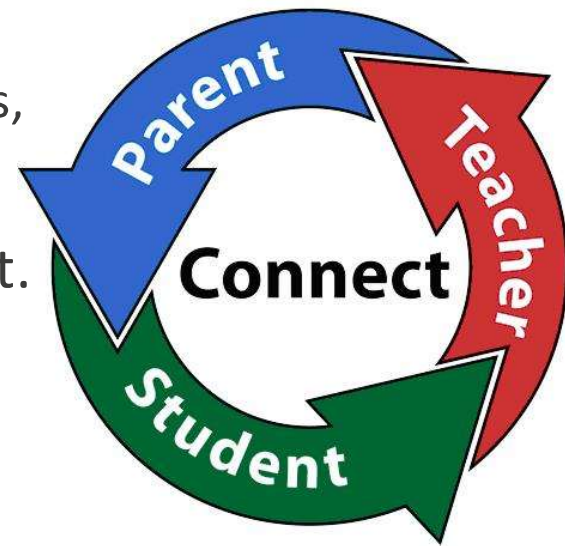
Behavior Communication

- Accident/Incident reports will be used when necessary. Phone calls will be used for more serious injuries or accidents.
- Brightwheel will still be used to communicate about minor incidents.
- Ring, ring... telephone!
 - Children remember the most impactful parts of their day, both positive and negative. This is most often what they often self-report.
 - It's common for children to re-remember incidents from several days ago as if it just happened.
 - Clarify what *really* happened with your child's teacher if you are unsure.



Teamwork Makes the Dream Work!

- Frequent home-school communication is a strong indicator of future school-based successes.
- Communicating with your child's teachers ensures success and generalization of skills!
 - This is especially important with potty training, transitions, and behavior.
- We are here to work as a team, not to pass judgment.
- Everything you share is important and has value!



What to Bring to School

LABEL
EVERYTHING
!!!!!!

- Sleep/nap bag:
 - Required: fitted sheet, blanket.
 - Optional: pillow, stuffed animal, pacifier.
 - No sleep sacks without legs please!
 - Note: a sleeping bag/bed-roll can be used, but a sheet must also be provided to completely cover the cot.
- Water bottle clearly labeled with your child's first and last name.
- Meals:
 - Morning snack, lunch, afternoon snack.
 - Choice is a big part of toddler classrooms, so bring 2-3 choices per meal/snack whenever possible.
- Jacket/snow or rain gear/sun hat dependent on weather.



Preparing Yourself for the Transition

- We recognize that as parents, you may have mixed emotions about your child moving to a new classroom.
 - It's entirely natural to feel a range of emotions, including excitement, apprehension, and even a tinge of sadness.
- Showing your enthusiasm can help your children feel excited about the transition!
- Our team is here to support you every step of the way. We're here to listen, provide guidance, and offer reassurance throughout this process.



Preparing Your Children for the Transition

- Refer to Weebly → look for the Inclusion Blog!
- Use social stories and visual schedules/cues to support children through the transition.
- Some children experience regression during a big transition. Feel free to reach out to your child's teacher or any member of the administration team if you are concerned about the transition.



Fast Forward One Year.....



Resources

Zero to Three

[Challenging Behaviors: What helps and what doesn't](#)
[How to Help Children Develop Self Control](#)

National Association for the Education of Young Children (NAEYC)

[Understanding and Responding to Children who Bite](#)

Center for the Social and Emotional Foundations of Early Learning (CSEFEL)

[Responding to Your Child's Bite](#)

[Teaching Your Child to Identify and Express Emotions](#)

[The Development of Theory of Mind in Early Childhood](#)

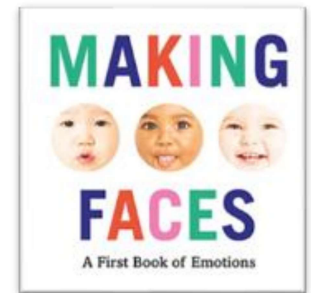


Books to Read with your Children

Best Behavior book series

Includes *Teeth are Not for Biting* and *Hands are Not for Hitting*, among others

The Color Monster
by Anna Llenas ([link](#))



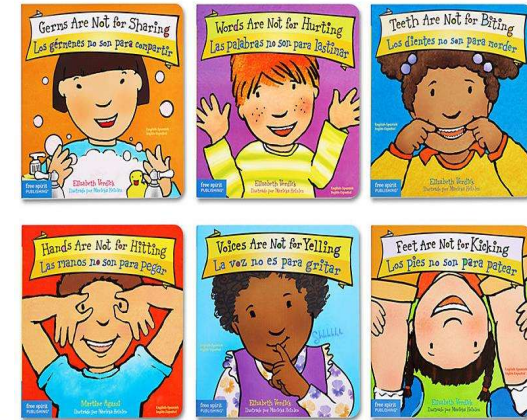
Little Dinos book series

Includes *Little Dinos Don't Bite*, *Little Dinos Don't Hit*, etc.

by Michael Dahl



Making Faces: A Book of First Emotions
by Abrams Appleseed ([link](#))



Questions?



How to Reach Us:



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