

DAY ONE EARLY LEARNING COMMUNITY NEWSLETTER



LETTER FROM SITE DIRECTOR – CHANEL WHITAKER

100 Days of School! 🎉

On February 19, we celebrated 100 days of school! In these first 100 days, the children have learned their daily classroom routines and safety rules, helping them feel confident and secure in their learning environment.

Why Are Daily Routines Important?

Routines provide structure, security, and predictability, helping children feel safe and confident in their daily experiences. When children know what to expect, they develop independence, responsibility, and self-regulation skills.

Visual Schedules: A Key to Success

In our classrooms, children follow a visual schedule so they always know what to expect during the day. Even our youngest learners in the toddler room have a visual schedule to get them used to looking ahead and understanding transitions.

Why are visual schedules so important?

- ✓ They provide clear expectations, reducing anxiety about what comes next.
- ✓ They help children with language development, especially toddlers who may not fully understand verbal instructions yet.
- ✓ They support independence—children learn to check what's next instead of relying on an adult to tell them.
- ✓ They ease transitions by showing children how their day is structured.

To make these schedules even more meaningful, we use real photos of the actual places and activities children will be engaging in—like a picture of their classroom during group time or the playground for outdoor play. This helps children make direct connections between the images and their daily experiences.



WHAT IS HAPPENING IN OUR CLASSROOMS? PART 1

Dear Toddler Families,

We hope you had a wonderful, restful winter break! In January, we welcomed a new member to our classroom. The children have now settled in and are enjoying being back at school.

We are celebrating the Toddlers for their amazing growth. We have been encouraging our children to use their words. These past weeks we have been hearing them tell each other, "I want that," "Can I have it?" "It's mine," "I want a turn," and waiting for a turn as well. This is a big step to becoming preschoolers!

It's captivating watching the children using spoons to scoop pom-poms, picking them up with tweezers, and counting them while placing the pom-poms into a cup or in a little pitcher. We see our little architects building small or big structures. The toddlers have been very busy painting with a salad spinner, creating individual collages as well as collaborative art.

It's fascinating to see our toddlers listen attentively and follow the instructions, such as playing the sticks to the rhythm of the music. They also enjoy finger songs: in *Five Little Snowflakes*, they are counting up five and down to none. It's a joy to witness their development of language, memory, and motor skills. Each and every day is an opportunity for learning. At the reading area the children are reading *Winter*, by Gerda Muller, and *Winter Walk in the City*, by Cathy Goldberg Fishman.

Mrs. Margarita, Mrs. Danielle, and Mrs. Elaina



How Can You Reinforce Routines at Home?

Here are simple ways to create a schedule at home to help children feel secure in their daily routines:

- ✓ Morning Routine – Set a consistent wake-up time, brush teeth, get dressed, and eat breakfast together.
- ✓ Bathroom & Handwashing Routine – Encourage bathroom breaks at regular times (e.g., before meals, before bedtime) and remind children to wash their hands afterward.
- ✓ After-School Routine – Create a structure with snack time, quiet time, playtime, and a simple clean-up routine.
- ✓ Mealtime Routine – Eat together at the same time each day when possible, encouraging conversation and healthy habits.
- ✓ Bedtime Routine – Keep a calming routine with bath time, brushing teeth, a bedtime story, and lights out at the same time each night.
- ✓ Transitions & Cleanup – Encourage your child to clean up toys before moving to a new activity to promote responsibility and organization.

By reinforcing these routines both at school and at home, we help children feel more confident, independent, and prepared for success! Thank you for partnering with us to create happy and safe environments for your little learners. 🌟🌟

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The 3s Program Team

Recently in the 3s program, we explored the exciting world of Superheroes and Community Helpers! We discovered that both superheroes and the people who help our communities—like firefighters, doctors, and teachers—share something very special: they use their powers for good!

We also learned that we can be great Super Helpers every day by using our own Super Powers in the classroom:

- Listening Ears – Hearing and following directions
- Walking Feet – Moving safely inside
- Inside Invisible Voices – Using quiet voices when needed
- Hands to Our Own Bodies – Keeping safe and respecting others
- No Touching the Doors – Staying safe in our space

By using these powers, we make our classroom a safe, fun and super place to learn and grow!

We also discovered that everyone at DAY ONE is a Star! In our little classroom community, we are the main characters, and it's important to ACT accordingly—showing kindness, respect, and teamwork every day.

Let's continue to be Super Helpers and make our classroom shine!

Miss Shaniesha, Mrs. Hilda & Miss Joselyn



Classroom 20

THE QUIET CUBE: CREATING SENSORY RESET SPACES

At DAY ONE, we know that young children can be very sensitive to stimuli such as loud noises, bright lights, and prickly textures. When children are overstimulated, they have more trouble with executive functioning skills such as verbalizing their needs, listening to others, and meeting expectations. This is why, in room 20, we have our "Quiet Cube." This is a sensory reset space where the children know to go if they are overstimulated. Here's how it works:

The quiet cube is a three-sided standing wooden structure. The top is covered with a cloth, but the front is left open, so the children can observe what is going on in the classroom. Each child has different sensory preferences and needs, so inside the quiet cube we have a rotating variety of sensory toys and board books. All the fidgets and books are durable and large enough so as not to be a choking hazard.

We are intentional about teaching the children how to utilize the space. They know that the quiet cube is for one friend at a time, and we have a visual representation of this rule (a number one with a picture of one child) posted in front of it. Our students are very respectful of one another's quiet time and do not enter the quiet cube when another child is taking a moment there. Furthermore, to ensure that the quiet cube feels like an optional space, we never force a child to go there; if we did, children might then want to avoid it.

If you know your child gets overstimulated, you can build a sensory space for them at home. This can be a tent, a cozy corner, or another place that feels safe. You can put in their favorite books, toys, or anything that helps them calm down. This can be a great alternative to screen time when children are upset. Talk to your child's teacher if you want more information about sensory regulation!

Miss Kayla and Miss Rosie



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Classroom 22

Dear Families,

Happy Black History Month! We are focusing on kindness this week. We are reminding our friends on how to be kind to themselves, and others. We are encouraging our friends to use their voices to ask for toys, help friends in class, and to play safely in school. Important questions that we are asking are: How are you kind to yourself?, How can you show kindness to others?, and How can we help a friend when they are sad?

We are celebrating kindness that we see in the classroom and we hope you do so at home as well! In the next few weeks we will be reviewing all things about books. We will be focusing on authors, illustrators, and even have our students make books of their own! They will be able to show off their work to the class and we can't wait to see what they create.

Key Vocabulary words that we will be focusing on are : kindness, author, illustrator, publisher and empathy.

Thank you so much,

Ms.Ashleigh & Ms.Clara



BOOK RECOMMENDATION

The Snow Thief, by Alice Hemming

Brrrr... the first snowfall of the season has arrived! Join Squirrel and Bird as they play and discover the wonders of winter. This silly story will keep kids laughing while also teaching them fun facts about snow.

Indra Ong, TAP Lead Instructor & Program Development



WHAT IS HAPPENING IN OUR CLASSROOMS? PART 2

Classroom 25

In Room 25, we have explored the different animals that hibernate, migrate, or stay awake in New York State. This led us into an exploration of Antarctica and the Arctic. We talked about how Polar Bears live in the Arctic Circle and Penguins mostly live in Antarctica. We talked about how animals stay warm in the cold weather. We used crisco in a plastic bag and put our hands in another plastic bag on top, so we didn't actually touch the crisco. This experiment showed us how "Blubber" keeps the animals warm. We read a collection of stories about a penguin named Tacky. "Tacky is an odd bird, but a nice bird to have around!" It helped teach us about kindness for ourselves and each other. Tacky showed us how to appreciate and be your true self.

We recently enjoyed our classroom Beauty Shop and Spa. This inspired wonderful conversations celebrating our diversity, and love our true self.

Mrs. Jackie and Mrs. Faten



Classroom 23

In January, our students investigated polar animals and how we can take care of our Earth to protect them. We studied the adaptations these animals have that help them survive in freezing temperatures via hands-on activities and art projects. Our students experienced how layers of blubber keep our hands warm in ice water and we made polar bear, arctic owl, walrus, and penguin art. In dramatic play, we lived in igloos, went ice fishing, and used snowsuits and binoculars to go exploring! We studied how we can be "Planet Protectors" by reducing, reusing, recycling, and not polluting! We even got to learn about composting and visited Ms. Kayla's worms and fed them fruit scraps!

In February we are focusing on loving yourself, loving your family, and loving your community! This involves personal hygiene, exercise, nutrition, a classroom family tree, and learning about the important jobs in our community! We love exploring new topics with our students and can't wait to see their creativity continue to flourish!

Ms. Kathy, Ms. Magali, and Mrs. Tori

